DOCUMENT RESUME

ED 371 732 IR 016 705

TITLE	Community Update: Goals 2000. April 1993-May 1994.
INSTITUTION	Department of Education, Washington, DC.
PUB DATE	94
NOTE	46p.; Originally published as "America 2000." For September 1991-January 1993 issues, see ED 354 006.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Community Update; n1-11 Apr 1993-May 1994
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Communications Satellites; *Community Action; *Educational Change; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; Federal Programs; Government Role; Public Schools; *School Effectiveness; Teleconferencing
IDENTIFIERS	*Goals 2000; *National Education Goals 1990

ABSTRACT

This document consists of the 11 issues of this brief newsletter issued between April 1993 and May 1994. The newsletter provides information to help schools and communities to reach the National Education Goals. Each issue contains reports on monthly satellite town meetings focused on specific goals or issues; topics to be discussed in upcoming town meetings; relevant developments in the "Goals 2000: Educate America" program; publications of interest; and the Goals 2000 Community Exchange, an opportunity for communities to share problems and solutions regarding completion of the National Education Goals. (JLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

ED 371 732

Community Update: Goal 2000

April 1993 - May 1994

US Dept. of Education

IR016705

BEST COPY AVAILABLE

GOALS 2000
EducateAmerica

COMMUNITY UPDATE

NUMBER 1 APRIL 1994 U.S. DEPARTMENT OF EDUCATION

A New Name and a New Focus...

Secretary Riley announced a new name and a new focus for the Education Department's efforts to help schools and communities reach the National Education Goals — **"GOALS 2000: Educate America."**

Riley made the announcement at the March 9 Satellite Town Meeting. He told the audience taking part in an estimated 2,400 communities around the country that it will require a national commitment as well as active local involvement.

"Achieving the Goals will take no less than the fundamental reform of our entire education system — from preschool and early childhood programs — to schools and colleges — to job training and lifelong learning," Riley said.

"Our Education Department is ready to do its part. We will provide the leadership, encouragement and resources needed to make these reforms a reality. Our guiding principle is simple: All children, and all Americans, can and must learn — and they all can and must achieve high standards."

Through **GOALS 2000: Educate America**, the department will work with states and local communities as they create strategies to improve and transform their schools. The department will support a wide range of reforms, including changes in teaching and learning, school management and governance, and parental and community involvement in local schools.

GOALS 2000: Educate America will:

- **Develop new partnerships.** Staff will work with community, state and federal agencies, national organizations and nonprofit groups and with all interested corporations to help strengthen schools.
- **Coordinate state and local efforts.** States and communities looking for assistance will be matched with the

See New Name, page 4

Riley and Kunin Head New Team at Education Department

Former Governors Have Strong History of School Reform

Two former governors with strong track records on school reform are now leading the Department of Education. Secretary of Education Richard W. Riley and Deputy Secretary Madeline Kunin both bring years of state and local experience to the task of improving the nation's schools.

Riley, who served as South Carolina's chief executive from 1979-87, made education reform a major thrust during his tenure as governor. President Clinton praised Riley's success as an "education governor" when he nominated him in December 1992: "He is a nationally recognized leader in education. In his two terms as governor of South Carolina, he fought for and passed an education reform package that was in many ways the envy of the nation... a reform package that any governor would have been proud to pass."

Riley's Education Improvement Act of 1984 called for basic skills testing of students, mandatory kindergarten for 5-year-olds, and higher per-pupil spending. The Act also imposed a 1-percent sales tax increase to support a pay raise for teachers.

At his Senate confirmation hearings in January, Riley listed three objectives that will guide him as Secretary of Education: "...to improve the quality of education for all students; [to] assure access and opportunity for each student to achieve successfully; and [to] build, together with state and local, public and private partners the school and college capacity to help all students meet high standards across the nation."

Riley also will continue to work with local communities to help them reach the National Education Goals, which President Clinton helped to create in 1990. "I hope that the bipartisanship that marked both Governor Clinton's and my approach to this challenge — an approach which led us to work, not only with Democratic and Republican Governors, but with President Bush — will continue," Riley said.

See New Team, page 4

"SCHOOL TO WORK" Topic for Next Satellite Town Meeting

Preparing students for tomorrow's workplace will be the topic for the next *GOALS 2000: Educate America* Satellite Town Meeting, set for Tuesday, April 13.

Education Secretary Richard Riley will be joined by Secretary of Labor Robert Reich during the hour-long meeting, which will be broadcast via satellite to communities and cable outlets across the country.

Next month's satellite coordinates are:

C-Band Satellite: Galaxy 7; Transponder 6; Vertical polarization; Downlink frequency, 3820 Mhz; Audio subcarrier: 6.2 and 6.8

Ku-band: SBS 5; Transponder 7; Horizontal polarization; Downlink frequency 12019 Mhz; Audio subcarrier: 6.2 and 6.8

A panel of guests experienced in school-to-work programs at the state and local level will join Secretaries Riley and Reich in the discussion.

If you are interested in participating in this Satellite Town Meeting, or want to know where a meeting will be held in your area, call 1-800-USA-LEARN, Monday through Friday, 8:30 a.m. - 5:00 p.m.

A Message to Communities from Secretary Riley

It is an honor to be called to serve as your Secretary of Education and to join in partnership with the many U.S. communities already working hard to achieve the National Education Goals.

As Governor of South Carolina, I had the opportunity to work closely with then-Governor Clinton to reform our states' and our nation's education systems, and I am extremely proud that our shared experience led him to appoint me to this post. I can think of no greater compliment.

Let me stress that the bipartisan approach to this challenge — an approach that led us to create the Goals and to work successfully, not only with the governors of both parties but with the previous Administration — will continue under President Clinton.

Long before I was a governor, or a Cabinet secretary, I was a student in the public schools. I want all Americans to have what I had — access to a quality education that will allow them to pursue any career they wish and to take on any challenge they choose.

Giving our students the best education in the world is not only a moral imperative but an economic necessity. As President Clinton has said, education is "an answer to how all Americans can make their lives better, and how we can all make the economy stronger."

My experience as Governor proved to me the genius of our nation's diverse, decentralized education system. It will be my job as Secretary to lead the Department to help states and communities do what only they can do to improve our schools and to expand educational opportunities to all Americans. I look forward to guiding the Department in its role to lead, coordinate, and support the efforts of the thousands of school systems and colleges that ultimately bear the responsibility for educating our students.

Another lesson I learned in South Carolina is that school reform depends on both "insiders" and "outsiders," working hand in hand. Teachers and principals, parents and politicians, school boards and administrators, business and labor, and state and federal leaders all have vital roles to play.

I know how hard many of you have worked already to move your communities toward the National Education Goals. And I know how much more hard work — and time, creativity, and dedication — will be necessary in the years to come. GOALS 2000: EDUCATE AMERICA will continue this partnership. I look forward to working with you and your communities on behalf of students and schools.

Dick Riley

Satellite Town Meeting

An estimated 2,400 communities joined colleges and universities across the country to participate in the first *GOALS 2000: Educate America* Satellite Town Meeting, on Tuesday, March 9. Hosted by Secretary of Education Richard Riley, the program explored ways communities can work with higher-education institutions to reach the National Education Goals.

The meeting featured a special message from President Clinton, who stressed the key to reaching the Goals — working together. "We simply have to take every opportunity we can to work together, to share our ideas, to keep our partnership for excellence and for change in education moving forward," the president said.

"As President, I'll be working with Secretary Riley to implement these National Education Goals, to move school reform to the school level by empowering principals and teachers...[and by] opening the doors of college education to all through our National Service Program, and developing a system of lifetime education and learning for our working people too."

Joining Riley on the panel were Diana Natalicio, president of the University of Texas at El Paso; Keith Sanders, chancellor of the University of Wisconsin-Stevens Point; and Angela Burkhalter, assistant principal at North Augusta Middle School, North Augusta, S.C., who also helped to create the South Carolina Center for the Advancement of Teaching and School Leadership at Winthrop University. Community leaders from Springfield, Mass., to Fresno, Calif., called by telephone with questions and comments.

The guests shared specific examples of successful school-college programs and talked about ways other communities can get involved. For example, local school districts and the University of Texas at El Paso (UTEP) are working to establish a series of academic competencies. Students will be asked to demonstrate these skills before they go to college or work.

Since 86 percent of the student population at UTEP comes from the El Paso community, Natalicio stressed the importance of making sure high school seniors are academically prepared for college. "We recognize that the performance of these students at the university is very much contingent upon the preparation that they bring with them from the schools," she said.

Natalicio also described the El Paso Collaborative for Academic Excellence. This umbrella group coordinates many efforts that involve UTEP, the public schools, and the local community. This unified approach brings a needed focus to the wide range of independent actions to improve schools.

With the minority population that El Paso has, a great deal of emphasis has been placed on fostering minority interest in engineering. A special program called "Preview of Engineering" sponsored by the National Science Foundation gives minority students a chance to participate in a variety of science-related projects.

The University of Wisconsin-Stevens Point also works with the local schools to make sure students are ready for college, Chancellor Keith Sanders explained at the Satellite Town Meeting. He said a "seamless curriculum" has been devised to give students the opportunity to take college-level math courses in high school. Students can then advance more quickly once they enter the university.

"We want every child to grow and develop as fast as his or her

Helps Communities Work with Colleges

motivation and abilities will allow that child to grow and develop," Sanders said. "Once a year, we invite 52 teachers from central Wisconsin to meet with our faculty. We bring the latest teaching techniques to them and they tell us what's going on at their schools. It's really a good way to help public schools and advance learning in math."

Local secondary school faculty also get a chance to teach at the college level through the university's Faculty Exchange Initiative. "This helps both programs greatly," said Sanders. "The high school teachers get to enhance their teaching ability at the college level while the university can bring in extra teachers in case classes are overbooked. It allows for academic growth and saves time and resources."

Stevens Point also has developed other programs for teacher training. The Co-Star program allows for first-year elementary and high school teachers to attend seminars conducted by university faculty. The teachers talk about problems and needs they have while just starting to teach. This program takes the place of a fifth-year classroom setting and gives these teachers a chance to earn money while finishing their education.

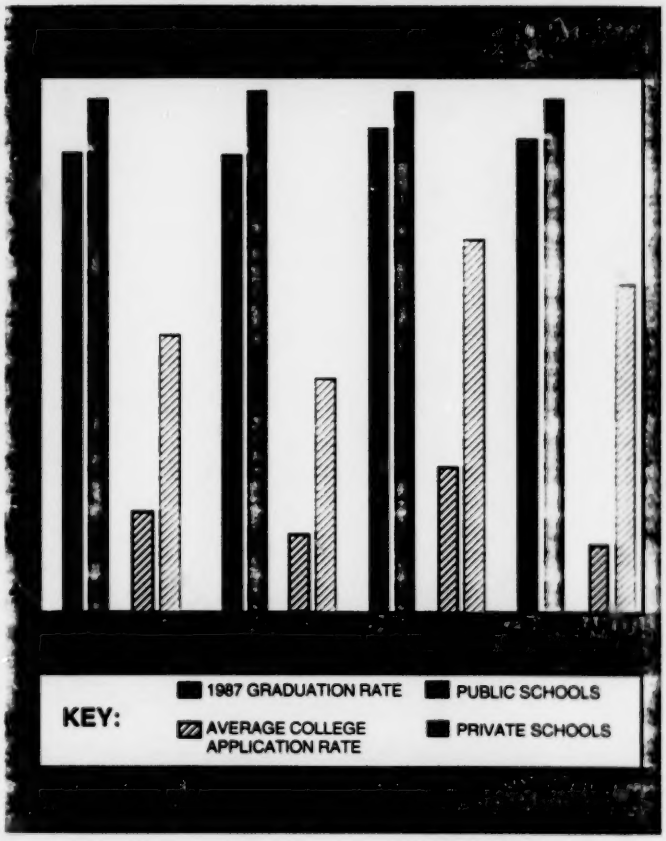
Angela Burkhalter told participants in the Satellite Town Meeting that the original mission of the South Carolina Center for the Advancement of Teaching and School Leadership was to get skilled college staff members working to help restructure local schools. Seventy associate schools throughout the state receive help from the Center, including technological support, evaluation of programs, and numerous professional development workshops.

"The collaboration...the sharing of what's happening in public schools with higher education" provides a "reality check" for all educators, Burkhalter explained. "We are paralleling our in-service and our pre-service training. It's a dual benefit for the higher education institutions and the public schools."

At the conclusion of the panel discussion, Secretary Riley welcomed Donald Stewart, president of the College Board, one of America's best known educational associations, a 3,000-member group that has been has been linking high schools and colleges for almost 100 years. Stewart told Secretary Riley about "Equity 2000," the College Board's community-based effort to help disadvantaged students prepare for college.

The program focuses on the study of algebra and geometry, which Stewart called the "gateway" to other college-level courses. "It's the key, it's the lynchpin. The requirement today for quantitative literacy is unequivocal. All students must learn it if they're going to succeed.... And it also, given the structure of high school curriculum, will open the door to other academic subjects... We talk about math, but it's really the key to restructuring the whole curriculum, K through 12," he said.

[For more information, contact: Art Vasquez, News and Publications Office, University of Texas at El Paso, El Paso, TX 79968-0522; Leslie McClain Ruel, assistant professor, School of Education, College of Professional Studies, Stevens Point, WI 54481; The South Carolina Center for the Advancement of Teaching and School Leadership, 142 Withers, Winthrop University, Rock Hill, SC 29733; The College Board, 45 Columbus Avenue, New York, N.Y. 10023-6992.]



New Publications to Help College-School Partnerships

The ED Department has two new publications that can help communities enlist the help of colleges and universities in efforts to improve local schools.

A two-volume report titled *Reaching for College* gives guidelines on forming partnerships between colleges and public school systems. Vol. I describes 48 programs in 14 state and the services they offer. Vol. II offers an in-depth explanation of six of these programs.

Raising Standards: State Policies to Improve Academic Preparation for College spells out the ways many colleges are encouraging school reforms by raising minimum admission requirements and informing high schools about the academic performance of their recent graduates. Also discussed are state programs that reward high-achieving high school students.

To obtain copies, write to the Office of Policy and Planning, U.S. Department of Education, 400 Maryland Avenue, S.W., Room 3127, Washington, D.C. 20202.

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202-0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

GOALS 2000
EducateAmerica

Issue No. 1

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17

FIRST CLASS

0498 175134 (800000) - 03/16/93 NLNR-45

Ms. June Smith
Aquisitions Secretary
Eric/Ir
030 Huntington Hall
Syracuse University NY 13244

New Name, continued

agencies, organizations or corporations that can provide support. GOALS 2000 staff will make sure that the key participants in ongoing national projects are talking with one another and with states and local communities.

- **Expand outreach. GOALS 2000: Educate America** will encourage the forming of new coalitions to reach the National Education Goals. Outreach efforts will be very active in urban, suburban and rural areas and among diverse populations.
- **Improve communications with communities. GOALS 2000** will expand the Education Department's vehicles for helping communities exchange ideas, such as the monthly Satellite Town Meeting, the 1-800 USA LEARN hotline, regional conferences, and this newsletter.
- **Expand technical assistance** — The Education Department will develop and expand its capability to help individual communities find the information, resources, or ideas they need to help them achieve the Goals.

The department hopes that keeping the "2000" in the new name will make it possible for the many existing community programs — e.g., MEMPHIS 2000, OMAHA 2000, LEHIGH VALLEY 2000 — to continue using existing materials while being consistent with the national effort.

Riley told communities participating in the March 9 Satellite Town Meeting that **GOALS 2000: Educate America** would build upon the previous administration's AMERICA 2000 program.

"Many of you meeting tonight in communities across the country have adopted the National Education Goals as your own," he said. "I know that many of you began working on the Goals under the AMERICA 2000 banner. And I know that a lot of hard work has been done. But I believe that we've reached a new stage: a time to redouble our effort."

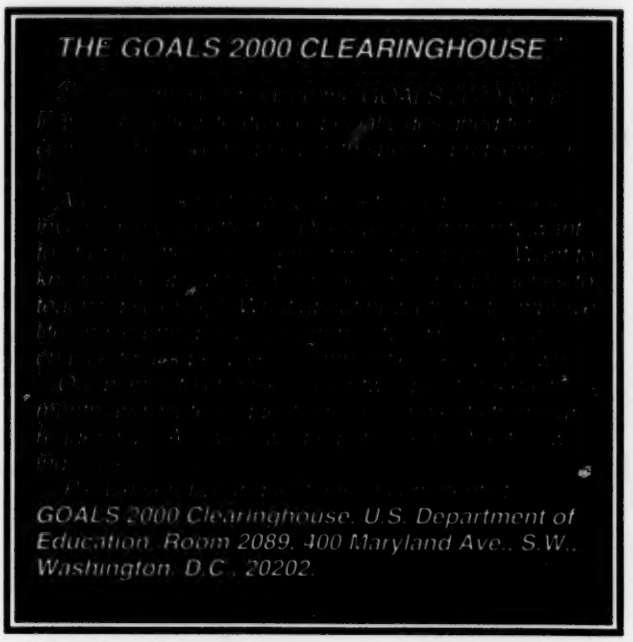
Riley said that **GOALS 2000: Educate America** is also the name for legislation soon to be proposed by the Clinton Administration. The bill will support state and local school restructuring and promote voluntary national standards and examinations.

New Team, continued

Former Vermont governor Madeline Kunin was confirmed as Deputy Secretary of Education on Feb. 18. During her term as governor from 1984-90, Vermont doubled spending on public education, established kindergarten for all students, and created preschool programs for low-income children.

Kunin, the first woman governor to be elected in Vermont, was named one of the nation's top education governors by *Fortune* magazine.

"I'm honored by the opportunity to be part of this exciting new team in the Department of Education, where our mission is to create excellence and provide every child in America with the chance to get the best possible education," said Kunin. "I am particularly excited by having the opportunity to work with Secretary Riley, who was a truly outstanding education governor."


THE GOALS 2000 CLEARINGHOUSE
GOALS 2000 Clearinghouse, U.S. Department of Education, Room 2089, 400 Maryland Ave., S.W., Washington, D.C., 20202.

GOALS 2000
Educate America

COMMUNITY UPDATE

NUMBER 2 — MAY 1994 U.S. DEPARTMENT OF EDUCATION

Next Satellite Town Meeting Focuses on "Organizing Your Community"

A "how-to" discussion on organizing your community to reach the National Education Goals will be the topic for the next GOALS 2000 Satellite Town Meeting, Tuesday, May 18, at 8:30 pm EDT. Secretary Riley and his guests will talk about how to involve the key groups — educators, parents, business leaders, political leaders, civic organizations, and the media — in your school reform strategy.

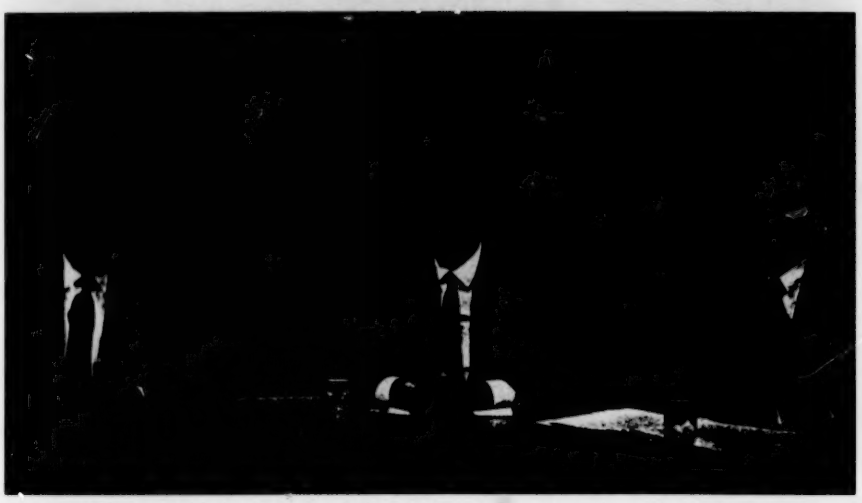
Among the questions they will consider: How does your community get started? How does your community figure out where it wants to be — and where it is now — in relation to the Goals? How do you identify key players and get them to "buy in"? When do you take advantage of existing coalitions and when do you have to start from scratch? How can the community work with state and local political leaders to help move its reform agenda? How can communities utilize free and paid media to communicate their objectives and galvanize local support?

The May Satellite Town Meeting coordinates are:

C-Band: Satellite: Galaxy 6; Transponder/Channel 24; Vertical polarization; Downlink frequency, 4180; Audio subcarrier: 6.2 and 6.8

Ku-band: SBS 6; Transponder/Channel 110; Vertical polarization; Downlink frequency 11945.5 ; Audio subcarriers: 6.2 and 6.8

If you want to take part in the Satellite Town Meeting, or if you want information on downlink sites in your area, call 1-800-USA-LEARN, Monday through Friday, 8:30-5:00 p.m. EDT.



President Clinton and Labor Secretary Robert Reich join Secretary Riley at the April Satellite Town Meeting. *Story on page 2.*

Riley Announces "GOALS 2000: Educate America Act"

Reform Bill Will Encourage Local Efforts to Restructure Schools

On April 21 Secretary of Education Richard Riley announced the Goals 2000: Educate America Act, legislation that builds on lessons learned from local and state school reform efforts of the last 15 years. The Act aims to create schools and school systems where all students can reach world-class standards.

"Comprehensive and sustained reform is the key to improving schools and student performance," said Riley at a news conference where he announced the Act. "Goals 2000 will aid bottom-up state and local school reform, increase accountability while reducing red tape, and reward proven success."

Riley explained that the Goals 2000 Act will provide support for each state and school district to develop a *"comprehensive action plan"* — a plan for aligning all the elements of their education systems so that all students can reach high standards.

The Act will also provide grants totaling $393 million in Fiscal Year 1994 to assist states and communities in planning these reforms and putting them in place. Reforms will include improvements in curriculum, instruction, teacher preparation, and assessments.

The Goals 2000 Act will also ensure that all segments of the community participate in the creation of state and local reform plans — parents, teachers, business and labor leaders, elected officials, community-based organizations, local school boards, health and social-service officials, and others.

The proposed legislation will make the six National Education Goals a formal national policy and calls for the addition of competency in the arts and foreign languages as core subjects.

See GOALS 2000 Act, page 4

BEST COPY AVAILABLE

Carnegie Report Stresses Community Involvement with Youth

Adolescents have too much "unstructured, unsupervised and unproductive" discretionary time, says a report published recently by the Carnegie Corporation of New York.

A Matter of Time: Risk and Opportunity in the Nonschool Hours says community institutions are key to healthy adolescent development, yet "few American communities work consciously and consistently to seize that opportunity." The authors say that schools, parents and families, health agencies, higher education institutions, government agencies, the news media, and other parts of the community should create opportunities for youth to:

- ▲ socialize with peers and adults;
- ▲ develop skills that are relevant now and in the future;
- ▲ contribute to the community;
- ▲ belong to a valued group; and
- ▲ feel competent.

Communities are encouraged to build networks of affordable, accessible, safe and challenging youth programs. *A Matter of Time* also includes profiles of 20 national organizations, including the American Red Cross, the National Urban League, and the YMCA of the USA, whose many local affiliates offer quality programs for adolescents.

To receive a copy of the report, write to the Carnegie Corporation of New York, 437 Madison Avenue, New York, N.Y. 10022.

The National Education Goals in Brief

1. **All Children Ready to Learn**
2. **90 Percent Graduation Rate**
3. **All Children Competent in Core Subjects**
4. **First in the World in Math and Science**
5. **Every Adult Literate and Able to Compete in the Work Force**
6. **Safe, Disciplined, Drug-free Schools**

Communities Talk about School-to-Work in April Satellite Town Meeting

President Clinton, Labor Secretary Reich Share Views on Preparing Students for Work

President Bill Clinton and Secretary of Labor Robert Reich joined Secretary Riley and a panel of community experts at the April GOALS 2000 Satellite Town Meeting to discuss how communities can create school-to-work partnerships and prepare students for today's high-skill, high-wage jobs.

"Without an educated workforce we can't grow this economy or remain competitive," the President told the Satellite Town Meeting audience of an estimated 2,400 communities. "We all have to work together — business and government, labor and educators — to make things happen."

The President and Secretaries Riley and Reich talked about the importance of educationally–enriched summer jobs and discussed upcoming legislation on youth apprenticeships. They also took calls from communities in the Satellite Town Meeting network.

Reich called for stronger links between high school and the world of work: "On-the-job work experience combined with education is one of the best ways of learning," he said. "Many young people, for example, have a difficult time learning geometry. But when they are actually there building something

"We all have to work together — business and government, labor and educators — to make things happen."

— President Clinton

or working on something, and they can see a direct application of geometry, they understand what it's used for. For a lot of young people — just that sense of connection between education and the world of work is terribly, terribly important."

Other guests at the April Satellite Town Meeting included: Stephen Hamilton, professor of human development and family studies at Cornell University, Ithaca, N.Y., and director of the Cornell Youth and Work Program; Helen Gabriel, dean of professional and technical education services at Portland Community College, Portland, Ore; and Lucian Yates III, principal of Western High School, Louisville, Ky.

A vocational-technical educator for more than 20 years, Helen Gabriel currently directs the Portland Area Vocational-Technical Education Consortium (PAVTEC), a local coalition that links the community college with 15 school districts, including 29 high schools. She explained how PAVTEC assists both college-bound and non college-bound students in finding technical and professional careers with career pathways in 22 different occupational areas — ranging from accounting and automotive service technology to software engineering and welding.

The program relies heavily on partnerships, Gabriel said. "It's actually a vehicle to connect or build partnerships not only with business and education, but also with secondary and postsecondary education, with academic and vocational. It requires a good academic core for the students to participate in the tech prep programs. It also includes a structured work experience."

"Every student, whether he or she plans to go to work or to college, needs time to think about and explore various career pathways."

– Secretary Riley

Cornell University's Steve Hamilton told the Satellite Town Meeting communities about his Youth Apprenticeship Demonstration Project in Broome County, N.Y., which places apprentices in six area businesses. The program currently enrolls high school juniors and seniors. Hamilton said employers create apprenticeships — in manufacturing, health care, engineering technology, and office technology — providing 10 to 20 hours per week (plus summers) of supervised work experience. Schools give students release time as well as applied academic courses directly related to their work experience.

Successful apprentices in the Broome County Program will be qualified for employment after high school graduation, but will also be encouraged to continue training for two years at the community college level — or to attend a four-year institution.

"Supervised work experience is at the (program's) core," Hamilton said. "What is unique and distinctive about that work experience is that it is designed to be a learning experience for young people, and it endures over a period of time."

Principal Lucian Yates talked about the restructuring effort at Western High School in Louisville, Kentucky, an effort that will help the school better prepare students for the world of work. Western High has a number of programs that are helping his largely blue-collar student population to find career pathways, including a co-op education program that involves some 100 students in applied learning in the mornings and on-the-job training at area businesses in the afternoons.

"There's an esprit de corps in the entire school where teachers look at their jobs differently, where students look at their role differently, where parents look at their role differently," Yates said. "There's just a wonderful feeling there."

See April Meeting, page 4

Here are the dates and topics for the next three Satellite Town Meetings:

May 18 — Community Organizing
June 22 — Pre-School and Early Childhood
July 20 — Safe Schools

Each Satellite Town Meeting begins at 8:30 pm EDT. More details, including satellite coordinates for the June and July STMs, will be featured in the next *Community Update*.

BEST COPY AVAILABLE

Resources: A School-to-Work Library

Here are some background materials whose ideas informed the April Satellite Town Meeting on school-to-work issues.

America's Choice: High Skills or Low Wages! National Center on Education and the Economy: The Report of the Commission on the Skills of the American Workforce, Rochester, New York, June 1990.

Combining School and Work: Options in High Schools and Two-Year Colleges. David Stern. U.S. Department of Education, Office of Adult and Vocational Education. Washington, D.C., March 1991.

Hands and Minds: Redefining Success in Vocational and Technical Education. Education Writers Association. Washington, D.C., April 1992.

Improving the Transition from School-to-Work in the United States. Richard Kazis. Jobs for the Future. Cambridge, Massachusetts, 1993.

Making High Schools Work: Through Integration of Academic and Vocational Education. Gene Bottoms, Alice Presson, and Mary Johnson. Southern Regional Education Board. Atlanta, Georgia, 1992.

School-to-Work Connections: Formulas for Success. U.S. Department of Labor, Office of Work-Based Learning. Washington, D.C., 1992.

The School-to-Work Transition and Youth Apprenticeship: Lessons from the U.S. Experience. Thomas Baily and Donna Merritt. Manpower Demonstration Research Corporation. New York, New York, March 1993.

keep the PROMISE
EDUCATION EXCELLENCE PARTNERSHIP

Campaign Will Aid Local School Reforms

Last month major newspapers, television stations and radio stations throughout the country began running public service advertisements aimed at raising public awareness of the need for education reform.

The five-year "Keep the Promise" national advertising campaign will also build support for community efforts to reach the National Education Goals.

Print, TV and radio ads, which began appearing in local markets in March, emphasize the urgency of education reform to help the nation "realize the promise inherent in every child." The ads also feature a toll-free number for information on what individuals can do to improve schools in their communities. Materials sent to callers of the 800-numbers will include contacts with communities in the GOALS 2000 network.

"Keep the Promise" is sponsored by the U.S. Department of Education and the Educational Excellence Partnership, a coalition of four organizations — the National Governors Association, the American Federation of Teachers, the Business Roundtable, and the National Alliance of Business. The ads were developed by Young & Rubicam, Inc., and are being distributed by the Advertising Council.

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202-0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

WASH.,D.C.200 OF DCR#8 05/18/93 20:40

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF EDUCATION
Permit NO. G-17

FIRST CLASS

GOALS 2000 Educate America

Issue No. 2

0498 175134 (000000) 04/13/93 NLNR-46

Ms. June Smith
Aquisitions Secretary
Eric/Ir
030 Huntington Hall
Syracuse University NY 13244

GOALS 2000 Act, continued

The bill will also establish in law the National Education Goals Panel charged with reporting progress toward achieving the Goals and generating support for needed reforms. In addition, this bipartisan panel — consisting of governors, U.S. representatives, state legislators, and others — will conduct hearings and direct studies on the establishment of voluntary national content and "opportunity-to-learn" standards, as well as assessments.

The Goals 2000 Act will establish a 20-member National Education Standards and Improvement Council that will develop criteria for approving *voluntary* national standards establishing what all students should know and be able to do — as well as what all schools should provide and assessments to measure success. The Council will certify:

- *content standards* in each academic subject area. As developed by national organizations, these standards will serve as voluntary benchmarks for states as they determine their own standards for what children should know and be able to do;
- *opportunity-to-learn standards* that will provide states with criteria for developing their own standards for ensuring that ALL students have access to quality curricula, materials and instructional technology, as well as teachers that are fully prepared to deliver this challenging content; and
- *assessments* to measure student achievement in relation to the standards.

"The existence of standards alone will not change our schools," Riley told a House Subcommittee recently. "We need sustained, broad-based, grassroots efforts of parents, educators, business, labor and citizens all to provide every student the opportunity to reach these standards.

"These changes should not be just for change's sake, but to achieve greater levels of skills and learning for all students .... Students and schools will work harder and smarter if they are given the challenge and the opportunity."

For a fact sheet on the Goals 2000: Educate America Act, or to get on the ***Community Update*** *mailing list, call* ***1-800-USA LEARN.***

April Meeting, continued

Secretary Riley concluded the discussion by outlining some basic ideas for communities to consider when thinking about school-to-work issues. He advised communities to: make sure that businesses are strongly committed; set high standards for all students; integrate classroom learning with on-the-job learning; and include all students — even the college-bound — in school to work plans.

"Every student, whether he or she plans to go to work or to college, needs time to think about and explore various career pathways," Riley said. "And all students can benefit from more real-world, hands-on and practical emphasis."

(Contact: Helen Gabriel, PAVTEC, Portland Community College, P.O. Box 19000, Portland, Ore., 97219-0990; Steve Hamilton, Department of Human Development and Family Studies, Cornell University, NG-14 Martha Van Rensselaer Hall, Ithaca, N.Y., 14853-4401; or Lucian Yates III, Western High School, 2501 Rockford Lane, Louisville, Ky., 40216.)

THE GOALS 2000 COMMUNITY EXCHANGE

▲

If your community has a successful program that addresses this issue, write us and we'll include your answers in next month's Community Update. Send your answers or questions for future editions to GOALS 2000 COMMUNITY EXCHANGE, U.S. Department of Education, Room 2089, 400 Maryland Avenue S.W., Washington, D.C. 20202.

BEST COPY AVAILABLE

GOALS 2000
Educate America

COMMUNITY UPDATE

NUMBER C — JUNE 1993 — U.S. DEPARTMENT OF EDUCATION

June Satellite Town Meeting: Getting Children "Ready to Learn"

This month's Satellite Town Meeting will focus on National Education Goal No. 1: "By the year 2000, all children in America will start school ready to learn." Scheduled for Tuesday, June 22, at 8:30 p.m., the Town Meeting will cover a range of issues, including the characteristics of good preschool programs and the vital importance of proper health care and nutrition to a child's readiness for school. Secretary Riley and his guests will also talk about how to build community coalitions — linking schools with service organizations, church groups, health care providers, and other groups.

Some of the questions to be covered include: How do we define "school readiness"? How can we better integrate education and other services for children? What special help do disadvantaged children and their families need to be "ready to learn"? How do we better coordinate childcare and child development programs? What can groups outside government do to help get kids "ready to learn"?

The satellite coordinates are:

C-band: Galaxy 6, Transponder/Channel 20, Vertical Polarization, Downlink Frequency 4100 Mhz, Audio Subcarrier 6.2 and 6.8

Ku-band: SBS 6, Transponder 6, Vertical Polarization, Downlink Frequency 11847.5 Mhz, Audio Subcarrier 6.2 and 6.8

For information on how your community can take part in the Satellite Town Meeting, or to learn about downlink sites in your area, call 1-800-USA-LEARN.

School Reform Means Patience and Hard Work, Satellite Town Meeting is Told

May Town Meeting Focuses on Community Organizing

Achieving the National Education Goals and comprehensive school reform is a lengthy process that will take hard work and sustained effort, said the panelists on the May 18th Goals 2000 Satellite Town Meeting. Participating communities throughout the country heard about ways to organize to meet the Goals and received advice on everything from identifying local leaders to obtaining TV news coverage.

"As part of your vision, you make it very clear up front that it doesn't happen in six months, it doesn't happen in two years..."advised Alyce P. Hill of Cities in Schools, Inc., one the four panelists.

Comprehensive school reform is not like "instant cream of wheat," agreed the Education Department's Ray Cortines, who led the discussion. The Education Department produces the Satellite Town Meeting in partnership with the U.S. Chamber of Commerce at the Chamber's Washington, D. C. studios.

[In a special segment of the May Satellite Town Meeting, Secretary of Education Dick Riley and members of his top staff talked about the proposed Goals 2000: Educate America Act. See story on page 2.]

The other guests for the discussion of community organizing were Ann Lynch, co-chair of the Nevada 2000 state school reform program and past president of the National PTA; Robert F. Sexton, Executive Director of the Prichard Committee for Academic Excellence, the citizen action group that helped attain passage of the landmark Kentucky Education Reform Act in 1990; and Anthony T. Podesta, president of Podesta Associates, a national public policy consulting firm specializing in grassroots organizing and communications.

Lynch, who is the immediate past president of the National Parent-Teachers Association (PTA), established Nevada 2000 in March 1992 with Sandy Miller, wife of Governor Bob Miller. Lynch talked about how their statewide effort to reach the

See Hard Work, page 3

Getting Organized: A Checklist

At the May Satellite Town Meeting, the Education Department's Ray Cortines outlined the basic steps most communities have taken as they have begun to organize to reach the National Education Goals. Here they are:

- **1. *Identify the key individuals and groups*** who have the energy, patience, and vision you'll need for the challenges ahead.
- **2. *Organize those people*** into committees around specific goals or tasks.
- **3. *Define your goals.*** Where do you want to go? And where are you right now?
- **4. *Think about standards.*** What do you want all your students to know and be able to do?
- **5. *Recognize you're not alone.*** Start establishing relationships with the local, state and federal programs that can help you reach the Goals.

Riley Shares Views on "GOALS 2000" Bill

Communities taking part in the May Satellite Town Meeting heard Secretary Riley discuss the proposed Goals 2000: Educate America Act, which he said would be "an enormous help" to local efforts to improve schools and reach the National Education Goals.

"It aims to provide support — and incentives — to help states and communities restructure schools in a way that will enable *ALL* students to reach world-class standards," Riley said. "It also aims to cut some of the federal red tape that keeps schools from being innovative."

Joining Riley for the discussion were two members of his top staff: Michael Cohen, the chief author of the bill, and Terry Dozier, the Secretary's special advisor on teaching.

Cohen said the legislation would assist local efforts to improve schools in a number of ways. It would support the creation of voluntary national standards that states and communities could use in determining what their students should know and be able to do. The bill would also establish a framework for reform, as well as "seed money" for states and local school systems to use to help create and carry out their reform plans.

"Every state will get involved in this," Cohen said. "Communities in every state will get involved .... So that communities that are working now that might feel like they are isolated, that they're alone, will have a climate of support."

A former teacher with 19 years classroom experience, Terry Dozier explained why the bill's provisions for voluntary standards are so necessary.

"I don't believe we expect enough of our students. I think too many children are trapped into watered-down curriculum with low, minimal expectations," she said. "I find in teaching honors courses that many of our advanced students are not as challenged as they should be...."

For a fact sheet on the Goals 2000: Educate America Act, call 1-800-USA LEARN.

"The most challenging thing I ever faced as governor, and the most continually frustrating, was going into our schools and realizing that virtually every challenge in American education has been met successfully by somebody somewhere.

"There are people succeeding against the odds and producing magnificent results in extremely difficult circumstances. The problem with American education is that we have never found an effective way to help replicate the success, partly because the magic of education is always what happens in the individual classroom between the teacher and the student, supported by the parents, strengthened by the culture of a school that is set overwhelmingly by a gifted principal. I know that.

"But there have to be ways to recognize the plain fact that notwithstanding the funding problems, not withstanding the inequalities, nonwithstanding all the problems (in) American education, you can find virtually every problem in our country solved by somebody somewhere in an astonishingly effective fashion if you look at enough schools. So the challenge for us here is to figure out how to replicate that."

President Clinton

Remarks at the White House ceremony honoring Blue Ribbon Schools, May 14, 1993

NEW MATERIALS

New Guide Available on Children/ Family Services

Advice to communities on how to coordinate education, health, and social programs for at-risk children and their families is now available in a new book from the Departments of Education and Health and Human Services. Together We Can: A Guide for Crafting a Profamliy System of Education and Human Services *contains practical suggestions and examples of ways community leaders can restructure and link services.*

The guidebook features profiles and lessons learned from four collaboratives that link community-based and school-based services, as well as brief vignettes that portray some common obstacles. Also included is a checklist to help communities through the collaboration process.

Copies of the report cost $11.00 and are available from the Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954. When ordering, specify stock number 065-000-00563-8.

"HELPING YOUR CHILD LEARN TO READ"

A new illustrated booklet from the Education Department shows mothers and fathers how they can teach and encourage their children to read and help create a foundation for lifelong interest in reading.

Helping Your Child Learn to Read *suggests how parents, in addition to reading aloud, can stimulate interest in reading through fun and simple activities. Parents are also encouraged to get involved in their child's schooling.*

While supplies last, copies are available free by writing to Helping Your Child Learn to Read, *Department 617Z, Consumer Information Center, Pueblo, Colo. 81009.*

New Tape Addresses Goal 5

Communities thinking about ways to help all their citizens to reach National Education Goal 5, "Every adult American will be literate and possess the skills necessary to compete in a world economy" — might want to check out a new film on videotape from the Woolworth Corporation.

Entitled Employablity, *the documentary focuses on the experiences of people with developmental disabilities in a variety of workplace situations.*

Although the film was prepared primarily for business, it contains discussion of special training and structured work experiences and thus can be useful for educators and others with an interest in preparing people with developmental disabilities for the world of work.

To request a copy, write to Ms. Frances E. Trachter, Vice President, Public Affairs, Woolworth Corporation, 233 Broadway, New York, N.Y. 10279-0001.

National Education Goals was created in response to Nevada's unique demographics.

Each of the state's 17 counties has a single school district, but they vary greatly in size, so that one may have as few as 100 school children while another has about 150,000. Out of concern for the smaller school districts, Nevada 2000 created a system that links people in each county who are working on the same goals to allow them to share information and resources across county lines.

"We have found it to be wonderful," she said, "because, where we thought we (in cities such as Las Vegas and Reno) were really going to help the small counties, the small counties were really helping us."

Bob Sexton described the work of the Prichard Committee for Academic Excellence, which began in 1980 as a means for private citizens in Kentucky to provide a public voice to advocate for improvements in education for all the state's children. During the Committee's first decade, its members focused on legislative reform. That goal was reached with the passage of the 1990 Kentucky Education Reform Act. After the law's passage, the committee began work to create support for the successful implementation of the law.

"Now we have to help the public be patient enough to let it work but be impatient enough to keep the heat on the system," he said.

Alyce Hill shared her experiences as a 12-year veteran of Cities in Schools, Inc. (CIS), the nation's largest nonprofit dropout prevention program.

She talked about the need for identifying people in the community who can provide leadership and vision, and who have the energy and patience for a long-term crusade. She also discussed creating the plans and structures — committees, boards of directors, etc. — necessary for the long-term process of school reform.

> ***"At the point at which you're completely bored with your message, your people may be starting to hear it for the first time."***
>
> ***Tony Podesta***

While Hill talked about getting communities organized, Tony Podesta of Podesta Associates offered advice about informing and motivating the public using a carefully considered media strategy. Developing a strategy begins with agreeing on a "message" that explains in a simple and compelling way the essence of what the organization wants the community to understand.

At that point, Podesta said, the group needs to devise ways of communicating that message through the news media. "One of the things that local groups need to do is *make* news, to hold meetings, to create events, to essentially think creatively about ways of getting your message out before the public."

He also advised perseverance and cited the "3Rs" of communication — "'repetition, repetition, repetition.' At the point at which you're completely bored with your message, your people may be starting to hear it for the first time."

The May Satellite Town Meeting also included a discussion of the "Keep the Promise" public-service advertising campaign that aims to build public understanding and a sense of ownership of the need for school reform. Margaret Mark of the Young & Rubicam advertising agency explained how the television, radio, and print ads would help to create support for communities in their efforts to reach the National Education Goals. (Partners in the campaign include the Education

> ***"We have to help the public be patient enough to let it work but be impatient enough to keep the heat on the system."***
>
> ***Bob Sexton***

Department, the National Governors Association, the American Federation of Teachers, the Business Roundtable, and the National Alliance of Business.)

Communities participating in the Satellite Town Meeting had a chance to see the 60-second television ads, which the Advertising Council has distributed to local stations across the country.

(For more information on the guests' programs, write: Dr. Alyce P. Hill, Northeast Regional Director, Cities in Schools, Inc., 213 Executive Drive, Suite 360, Mars, Pennsylvania 16046; Mrs. Ann Lynch, c/o Sunrise Hospital & Medical Center, 3186 Maryland Parkway, Las Vegas, Nevada 89109; Dr. Robert F. Sexton, The Prichard Committee for Academic Excellence, P.O. Box 1658, Lexington, Kentucky 40592; and Tony Podesta, Podesta Associates, Inc., 424 C Street N.E., Washington, D.C. 20002. For more on the "Keep the Promise" campaign, call 1-800-96-PROMISE.

The National Education Goals in Brief

1. **All Children Ready to Learn**
2. **90 Percent Graduation Rate**
3. **All Children Competent in Core Subjects**
4. **First in the World in Math and Science**
5. **Every Adult Literate and Able to Compete in the Work Force**
6. **Safe, Disciplined, Drug-free Schools**

Are you on the *Community Update* mailing list? To receive your monthly copy, call 1-800-USA-LEARN.

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202--0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

GOALS 2000
Educate America

Issue No. 3

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17

FIRST CLASS

0498 175134 (800000) -- 06/01/93 NLNR-46

Ms. June Smith
Aquisitions Secretary
Eric/Ir
030 Huntington Hall
Syracuse University NY 13244

List of Standards Projects by Subject

The following organizations are coordinating the national efforts to create consensus standards in various academic disciplines:

Mathematics:
The National Council of Teachers of Mathematics
2906 Association Drive
Reston, VA 22091

Science:
National Academy of Sciences
National Research Council
2101 Connecticut Avenue, NW
Washington, DC 20418
Attention: Ken Hoffman

History:
National Center for History in the Schools at UCLA
231 Moore Hall, 405 Hilgard Avenue
Los Angeles, CA 90024
Attention: Charlotte Crabtree

English:
The Center for the Study of Reading
174 Children's Research Center
52 Getty Drive
Champaign, IL 61820
Attention: Jean Osborn

Arts:
Music Educators National Conference
1902 Association Drive
Reston, VA 22091
Attention: John Mahlmann

Civics:
Center for Civic Education
5146 Douglas Fir Road
Calabasas, CA 91302
Attention: Charles Quigley

Geography:
Geography Standards Project
1600 M Street, NW
Washington, DC 20036
Attention: Anthony de Souza

Foreign Languages:
American Council on the Teaching of Foreign Language
6 Executive Plaza
Yonkers, NY 10701-6801
Attention: C. Edmund Scebold

THE GOALS 2000 COMMUNITY EXCHANGE

▲ [illegible] Marilyn Tellez, Modesto, Calif.

▲ [illegible] J.W. Figel, Vancouver, Wash.

[illegible] NITY EXCHANGE [illegible]

BEST COPY AVAILABLE

FYI - EQR

COMMUNITY UPDATE

NUMBER 2, JULY 1995 U.S. DEPARTMENT OF EDUCATION

GOALS 2000
Educate America

"SAFE SCHOOLS" To Be Featured on July Satellite Town Meeting

One recent study says that gunshot wounds are second only to car accidents as the leading cause of death among adolescents; another says that one-third of all high school students have easy access to handguns. How can communities ensure that their schools are violence-free?

This month's Satellite Town Meeting (**Tuesday, July 20, at 8:30 pm EDT**) will look at National Education Goal Six — "Every school in America will be safe and free of drugs" — with particular focus on strategies for keeping schools safe and disciplined.

Participating communities will join Secretary Riley's experts to discuss the nature and extent of violence in today's schools; ways schools, parents, community organizations, law enforcement agencies and other groups can help; peer group counselling, conflict resolution training and other strategies for reducing the risk of violent behavior; how to discourage gang activity; the value of mentoring and positive role models; and other topics.

The July satellite coordinates are:

C-band: Galaxy 6, Transponder/Channel 9, Horizontal Polarization, Downlink Frequency 3880 Mhz, Audio subcarrier 6.2 and 6.8

Ku-band: SBS 6, Transponder 8, Vertical Polarization, Downlink Frequency 11896.5 Mhz, Audio Subcarrier 6.2 and 6.8.

To learn how your community can take part in the Satellite Town Meeting, call 1-800-USA-LEARN.

Get Schools Ready for Children, Communities are Advised

June Satellite Town Meeting Addresses Goal 1

Communities working on National Education Goal Number 1 — "By the year 2000, all children will start school ready to learn" — need to create stronger links between elementary schools and local preschools, daycare providers, and parents of preschoolers, said the local and national experts on June's Goals 2000 Satellite Town Meeting.

> *"I believe that Goal One is the most essential ... If we can get children ready to learn, the other goals will in large measure be fulfilled."*
>
> *Ernest Boyer*

"Children start learning right from birth," said Barbara Kamara, director of the District of Columbia's Office of Early Childhood Development and one of the Town Meeting's in-studio guests. "So when we talk about schools being ready for children, we really mean schools need to have good environments for children to come into .... It also means that schools need to link more with other services in the community, health services, social services, and other services so that they can be of assistance to parents." Members of the Satellite Town Meeting's network of more than 2,000 communities took part in the discussion via the 1-800 telephone number. The Town Meeting is broadcast out of Washington in partnership with the U.S. Chamber of Commerce.

See Ready Schools, page 3

Snapshots: Communities on the Move

San Antonio 2000's "The Co."

A unique public-private partnership serving more than 60,000 young people is helping San Antonio, Texas, to meet National Education Goal Six: safe, disciplined, and drug-free schools. Throughout the school year and in the summer months, young people in the city can take advantage of a recreational program that gives them a positive alternative to gang activity.

The Coalition — or simply "The Co." — offers thousands of hours of recreational programming, field trips, special events, and benefits to San Antonio's youth aged 6 through 19. Free memberships entitle young people to programs and services from affiliated agencies such as the Parks and Recreation Department, YMCA, the Boys and Girls Clubs, the Boy and Girl Scouts, the Police Athletic League, and numerous social

See Snapshots, page 2

service agencies. San Antonio's Transit Authority provides free transportation for all Co. members, Sea World contributes free field trips, and local universities grant scholarships to sports camps held at their facilities. In addition, there are over 40 businesses offering discounts for clothing, food, and entertainment for Co. members.

For more information, contact San Antonio Parks and Recreation at (210) 299-8452.

Cleveland/Bradley County 2000 Tackles Goal Five

In East Tennessee, Cleveland/Bradley County 2000 has enlisted the aid of several prominent businesses, including Magic Chef, Inc., Wal-Mart, The Cleveland Bank and Trust, Eaton Corp., as well as parent teacher organizations, student advisory groups, and members of the community at large in its efforts to ensure citizens are literate and prepared for the demands of the world economy.

With some special help from Magic Chef, Cleveland/Bradley County 2000 is working to improve the vocational courses taken by about 75% of the local seventh and eighth graders. Work has begun to create 20 new educational modules to train students in their selected profession. Modular vocational programs emphasize problem solving, self-management, small group work, communication skills, and uses established technology to teach students about technology.

The community has also created a video promoting adult literacy, set to a popular song called "Billy Can't Read," now in use in several of Cleveland/Bradley schools and at local conferences. Plans are underway for a benefit concert whose proceeds will go to a GED Scholarship Fund for the many adults who cannot afford the GED preparation and testing fees.

For more information, contact Don Munson, mananger, Wal-Mart, Keith Street, Cleveland, TN 37320.

Independence, Missouri, Focuses on Families

For GOALS 2000: Educate Independence (Missouri), reaching Goal One — All children ready to learn — is a family affair. Of the wide range of programs and services provided to help prepare children for school, most focus on helping parents and families to be better teachers.

In addition to national programs such as Head Start, Even Start, and Parents as Teachers, Independence has developed a number of "homegrown" programs that integrate services for children and families, including the Direction Service Center, a nonprofit information and referral agency for parents, a support network for family child care providers, and a system of preschool and school-age child care.

The "Practical Parenting Partnership" begun last year in three elementary schools, trains mothers and fathers to assist other parents in helping their children develop a stronger healthier self-concept. The district eventually plans to spread the program out to all thirteen elementary schools in the area.

"Reading and Dads," or RAD, was initiated in response to the growing need to include fathers in the education of their children. Through this program, dads come to school during the work day and read to their children.

To learn more, contact James M. Caccamo, Ph.D. at The Office of Special Programs, 1231 South Windsor, Independence, Missouri, 64055. (816) 833-3433.

Does your community have a program you'd like to share? Send a brief description to Community Update, U.S. Department of Education, Room 2089, 400 Maryland Avenue S.W., Washington, D.C. 20202, or fax it to 202/401-0953.

Commission on Time and Learning Seeks Advice, Offers Information

Communities taking a hard look at the quantity and quality of time their children spend in school may want to find out more about the work of the National Education Commission on Time and Learning. Created by the U.S. Congress in 1991, the Commission is currently preparing a report for release in the spring of next year on how to improve the use of time in and out of school for student learning. Commissioners are gathering information about the length of the academic day and academic year in schools throughout the United States and in other countries; the time children spend in school on specific academic subjects; learning time outside of school hours; use of school facilities for extended learning programs; the amount and quality of time spent on homework; and other issues.

Towards this end, the Commission has been collecting testimony at public hearings, making various site visits across the country, and conducting related research. Information on grassroots programs which use instructional time in creative ways is especially valuable, and communities with useful experiences to share are encouraged to provide testimony.

The Commission also has preliminary information that it can share on promising practices.

For more information or for a schedule of upcoming hearings, contact : Milt Goldberg, Director, The National Education Commission on Time and Learning 1255 22nd Street, N.W., Suite 502, Washington, D.C. 20202-7591, (202) 653-5091.

The National Education Goals in Brief

1. **All Children Ready to Learn**
2. **90 Percent Graduation Rate**
3. **All Children Competent in Core Subjects**
4. **First in the World in Math and Science**
5. **Every Adult Literate and Able to Compete in the Work Force**
6. **Safe, Disciplined, Drug-free Schools**

Are you on the* Community Update *mailing list? To receive your monthly copy, call 1-800-USA-LEARN.

Secretary of Education Richard Riley's guest for a special segment of the Town Meeting was Dr. Ernest Boyer, president of the Carnegie Foundation and former United States Commissioner of Education. Boyer talked about his landmark study, *Ready to Learn: A Mandate for the Nation*, which presents a blueprint for a national effort to ensure that all American children are prepared for school.

Boyer and Secretary Riley discussed a number of *Ready to Learn's* recommendations, including suggestions that all states have comprehensive parent education programs and that every community have a preschool PTA. Boyer also called for better inter-generational links to build bridges between day care, elder care, and schools, and to create mentoring programs allowing seniors to work in child care.

"I believe that Goal One is the most essential ... If we can get children ready to learn, the other goals will ... in large measure be fulfilled," Boyer said.

Other guests on the Town Meeting were Dr. Carol Scott, project director for Independence, Missouri's Head Start Transition Project, one of 32 national demonstration projects examining ways to help children as they move from Head Start to public school, and Robert E. Campbell, vice chairman of the board of directors of Johnson & Johnson.

> *"Empowering parents doesn't mean giving them power. They have it — we have to remove some of the bureaucratic barriers to their exercising that power."* — *Carol Scott*

Campbell also serves the board of the Committee for Economic Development (CED), which recently released *Why Child Care Matters: Preparing Young Children for a More Productive America*, a report on child care in the United States that offers practical strategies for helping the nation meet the changing needs of parents, children, business and society.

"Fully one third, and actually over one third of children under the age of six — that's eight million children — are in some form of out-of-home care," Campbell said. "If we don't develop those children during that period of time ... there's going to be a lot of trouble when they're moving on to school."

The CED report makes a number of recommendations, including developing stronger coordination among programs serving disadvantaged children; improving information and referral services for parents of preschool children; setting local child care standards.

In Independence, Missouri, much of the community's effort to ensure children are ready for school involves programs supporting parents and families. Carol Scott described their Parents As Teachers program, serving almost 1,000 families with home visits, group meetings, and screenings; a support network for family child care providers that offers training and education; the Direction Service Center, a nonprofit information and referral agency and other programs that help to "empower" parents.

"Empowering parents doesn't mean giving them power," Scott said. "They have it — we have to help them see where their power is and help remove some of the bureaucratic barriers to their exercising that power."

The District of Columbia's Barbara Kamara described her work with the D.C. Early Childhood Collaborative, a working coalition of schools, community agencies, businesses and other organizations providing services to children and families. The Collaborative's flagship project is the Frederick Douglass Early Childhood Development and Family Support Center, based at an elementary school, which offers a number of services to children and families in two of Washington's housing projects. Core services offered by the Frederick Douglass Center include: parent advocacy and education; infant and toddler care; pediatric and health care screenings; alcohol and drug abuse counselling, and food stamps.

"One of the ways that we've gotten commitment in the District of Columbia is we have children and families at the center of what it is that we're doing," Kamara explained. "We also try and give (people) a vision of how different things can be for the children if the community ... government, the private sector, and the voluntary sector, all come together."

For information on the guests, their programs or publications, write: The Carnegie Foundation for the Advancement of Teaching, 5 Ivy Lane, Princeton, N.J. 08540; Corporate Communications, Johnson & Johnson, 1 Johnson & Johnson Plaza, New Brunswick, N.J. 08933; Office of Early Childhood Development, 717 14th Street NW, Washington, D.C. 20004; and the School District of Independence, 1231 South Windsor, Independence, Mo. 64055.

A School Readiness Checklist

The June Satellite Town Meeting offered the following checklist for communities approaching the task of ensuring that all children are ready to learn:

- **1. *Focus on children and families*** Remember that the home is the first classroom. Your program's priority should be to empower parents and families to be good teachers for their children.
- **2. *Coordinate services.*** Your community is probably doing a great deal for children already. Find new ways to coordinate those services to make it easier on families and to leverageyour limited resources.
- **3. *Get schools ready for children.*** Schools should be flexible to allow for developmental differences among children. Schools also need to create better links with the families, preschools, and child care facilities in your community.
- **4. *Think about ALL children and ALL families.*** Your community needs to look carefully at the quality of the preschool experiences of all its children—including those from middle-and upper income homes.

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202--0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

GOALS 2000
EducateAmerica

Issue No. 4

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF EDUCATION
Permit NO. G-17

FIRST CLASS

0498 244343 (AZZZZZ) - 06/21/93 NLNR-46

Gail Matthews
ERIC Facility
1301 Piccard Drive
Rockville MD 20850

THE GOALS 2000 COMMUNITY EXCHANGE

In this monthly feature we invite you to share your community-based problem or question that another community might help solve. Each month we'll choose a few of your questions and ask our readers for solutions to the issue in the following month.

Here's a summary of the responses to last month's question from Mary Beth Blegen of Mesa, Calif., who asked: What are communities doing to include adults 55 and older in the planning process as both teachers and learners?

Arizona Department of Education

...a volunteer organization that matches ... The project's primary concern is helping ... low-income families ... Many of the ... can teach ... Milwaukee (Wisconsin) Repertory Theater

School for Lifelong Learning

...

Fullerton Chamber of Commerce

Charles L. and Rachel E. Ruby Gerontology Center

...

BEST COPY AVAILABLE

GOALS 2000
Educate America

COMMUNITY UPDATE

NUMBER 5 — AUGUST 1994 U.S. DEPARTMENT OF EDUCATION

"Reaching World-Class Standards" on Next Satellite Town Meeting

National Education Goals Three and Four — (all students competent in core academic subjects, and U.S. students first in the world in math and science) will be the focus when the Goals 2000 Satellite Town Meeting resumes after the summer break on Tuesday, September 21, at 8:30 Eastern Time. (There will be no Satellite Town Meeting in August.)

Communities in the satellite network will have the opportunity to talk with Secretary of Education Dick Riley and a panel of guests from local and national organizations about creating high standards — how states and communities can establish clear expectations about what all students need to know and be able to do. The discussion will include news from some of the ongoing national projects to develop consensus standards in different academic disciplines; what other nations expect of their students; how challenging standards can improve teaching, textbooks, curriculum, and student assessments; and examples of high-performance schools and classrooms where high standards are already being used.

Coordinates for the September Satellite Town Meeting are as follows:

C-Band: Telstar 301, Transponder 1/Channel 2; Horizontal polarization; Downlink frequency 3740; Audio subcarriers 6.2 and 6.8; Orbital location 96 degrees West.

Ku-Band: G-Star 1; Transponder/ Channel 11; Vertically polarized; Downlink frequency 11866; Audio subcarriers 6.2 and 6.8; Orbital location 103 degrees West.

To learn how your community can take part in the Satellite Town Meeting, or to find out about downlink sites in your area, call 1-800-USA-LEARN.

Members of President Clinton's cabinet talk about school safety with community leaders during the Goals 2000 Satellite Town Meeting in July. *See story on page 2.*

GOALS 2000 Communities Stay Active in Summer Months

The nation's school children have been on summer vacation, but a number of Goals 2000 communities have been using the past two months to continue their progress towards the National Education Goals. Here are a few brief reports:

EDMONDS 2000: Reaching for Standards

For EDMONDS 2000, this summer's highest priority is setting academic standards. School officials and community leaders in this Washington State city are spending time determining just what kinds of standards the community wants and then sharing the information locally. The school district has also created new position called Program Manager for Performance Standards.

In addition, EDMONDS 2000 is watching the rest of the state carefully. Leaders say that as their effort to reach the National Education Goals progresses that they want to be sure that Edmonds stays consistent with standards-setting projects throughout Washington.

In other news, EDMONDS 2000 is also supporting projects for the students this summer. One program for third through eighth graders is called Creative Arts and Music Program (CAMP), which gives all students an opportunity to experience drama, art, dance, and music. Another effort combines school and work and targets high school students in danger of dropping out. Students in specially supervised work situations spend the summer both earning money and catching up on lost credits.

BOULDER VALLEY 2000: Focusing on Young Children

At the end of August and beginning of September, BOULDER VALLEY 2000 leaders will focus on National Education Goal One: All children ready to learn. In this Colorado community, the effort will concentrate on helping parents in their role as their children's first teachers. Specially designed book packs will be distributed to teen parenting classes, expecting parents who take classes at hospitals, and a clinic in the mountains for expecting parents. Businesses in the community have come together to provide books, pamphlets,

See ***Community Activities,*** *back cover*

BEST COPY AVAILABLE

Resources: Background on Goal Six

Here are a few of the background materials on keeping schools safe and drug-free whose ideas helped inform the July Satellite Town Meeting. Publications are available directly from the sources listed.

Success Stories from Drug-Free Schools, U.S. Department of Education. Contains examples of schools and communities that are making progress towards National Education Goal Six. To order a copy, call 1-800-SAY-NO- TO.

The Prevention of Youth Violence: A Framework for Community Action, National Center for Injury Prevention and Control, Centers for Disease Control. Provides examples and an extensive summary of programs throughout the nation that focus on violence prevention for youth. Free copies available by calling (404) 488-4400.

Reaching the Goals: Goal 6, Office of Educational Research and Improvement, U.S. Department of Education. Describes current research and practical strategies for achieving safe, disciplined, and drug-free schools. Available from the Government Printing Office (GPO #065-000-00555-7). Price: $2.25.

School Safety Checkbook, National School Safety Center, Westlake Village, California. Call (805)-373-9977.

The National Education Goals in Brief

1. **All Children Ready to Learn**
2. **90 Percent Graduation Rate**
3. **All Children Competent in Core Subjects**
4. **First in the World in Math and Science**
5. **Every Adult Literate and Able to Compete in the Work Force**
6. **Safe, Disciplined, Drug-free Schools**

Solution to School Violence is the Community, Satellite Town Meeting Experts Advise

July Meeting Tackled Goal 6

Keeping our schools safe is a community responsibility, not just a problem for school officials, said the members of the President's Cabinet and community leaders who took part in the Goals 2000 Satellite Town Meeting last month.

"There's violence throughout society," said Secretary of Health and Human Services Donna Shalala. "If we're really going to have an impact on the schools, we're going to have to have to deal with all the other environmental issues, too....(V)iolence can't be seen simply as trying to make schools safe — because we have to try and make the streets safe as well."

"We're talking not just about a criminal justice problem but a public health problem," added Lee Brown, Director of the Office of National Drug Control Policy. "In essence if we're going to make a difference, we have to involve entire community in a focused effort."

> *"We've got to develop the continuum from the beginning ... to make sure that parents are old enough, wise enough, and financially able to take care of their children ..."*
> *— Attorney General Janet Reno*

In addition to Shalala and Brown, Secretary of Education Richard Riley welcomed Attorney General Janet Reno to the Satellite Town Meeting, as well as three local experts on school safety and youth violence prevention: Peter Blauvelt, director of security for the Prince Georges County (Maryland) Public Schools; Beverly Watts Davis, executive director of San Antonio Fighting Back, San Antonio, Texas, and Edith Langford, director of Richmond, Virginia's "Weed and Seed" project. Deputy Secretary of Education Madeleine Kunin moderated the discussion.

The GOALS 2000 Satellite Town Meeting, a live, interactive video teleconference for communities working towards the six National Education Goals, is produced by the Education Department in partnership with the U.S. Chamber of Commerce's Center for Workforce Preparation and Quality Education. The July Town Meeting originated in the Chamber's Hall of Flags before an invited audience of approximately 300 educators, law enforcement officials, health professionals and others, many of whom were in Washington for a national conference on youth violence.

Attorney General Reno called for early intervention — as early as the prenatal period — as a means of ensuring that children have the chance to develop into responsible citizens.

"As communities focus on what can be done, I think that we've got to develop the continuum from the beginning... to make sure that parents are old enough, wise enough, and financially able to take care of their children...(and that kids) are given appropriate intervention along the way," Reno said. "When that county commissioner tells you that it's going to cost too much, tell him that for each dollar of prenatal care you can save three dollars of hospital care that arose because of a lack of (early intervention)."

The message of community responsibility was echoed by many panelists, including Beverly Watts Davis, whose Fighting Back organization consolidates local as well as federal and state resources to create a community-wide system to prevent substance abuse and promote safer neighborhoods. Davis described how the project works through three neighborhood resource centers in east San Antonio to provide training, support, and technical assistance for various community activities.

"Our whole vision is to provide multiple strategies simultaneously.... We focus on the individual and the community at the same time, so that there is not any one of those factors that becomes a risk factor as opposed to a protective factor," she said.

"We've got to personalize what it means for a child to be frightened in school," said Prince Georges County's Peter Blauvelt. "Too often, we begin to 'glaze over' when the statistics (on deaths and violence) come out...If we don't personalize it, if we don't understand that it's kids lives, I think there's an opportunity to ignore the major issues."

> *"We've got to personalize what it means for a child to be frightened in school ... If we don't understand that it's kids lives, I think there's an opportunity to ignore the major issues."*
> *Peter Blauvelt, Prince George's County Schools*

Blauvelt, a former Washington, D.C. policeman who also heads both the National Association of School Safety and Law Enforcement Officers and the National Alliance for Safe Schools, talked about his successes in reducing violence in the 173 schools in his district. One of the most promising efforts has been the creation of "safe teams" consisting of staff, teachers, students, parents, and law enforcement officers who advise on school security policy and gather information on safety. Blauvelt's methods also include a high degree of student involvement — e.g. as student patrols for the campus and bus routes, and asmediators and role models.

Edith Langford strongly agreed that strategies for preventing youth violence need to involve the entire community. "I try to enter a community as a 'student.' The residents of the community are the experts. They know what the issues are and they know what the solutions are and if I take that stance — and identify the helpers, identify the resources in that community, then I can begin to assist them in solving their problems."

Langford talked about her experience administering Richmond's Weed and Seed, which seeks to "weed out" violent crime, drug trafficking in targeted areas with a coordinated law enforcement effort and then to "seed" neighborhoods with educational and other programs to help the community to address economic and social problems. Services include school-based drug programs, tutoring, and dropout prevention programs; job training, drug treatment, and Head Start, among others.

Langford's project has established safe havens at public buildings in two inner-city Richmond locations, to provide law-abiding citizens — including students and the elderly — with a place for safe, educational and recreational activities. Sites are open after school and on weekends.

Proposed legislation would provide additional support for schools and communities working to combat youth violence, Secretary Riley said. Two thirds of the funds in the Safe Schools Act of 1993 would be for "prevention, such as conflict resolution and peer mediation," he said. "Some of the schools with the worst violence to have the opportunity to receive some real help."

Contacts: *For more information on the guests' programs, write to: Beverly Watts Davis, Executive Director, San Antonio Fighting Back, 1023 N. Pine, San Antonio, TX 78202; Edith Langford, U.S. Attorney's Office, Eastern District of Virginia, 600 E. Main Street, Main Street Center, Suite 1800, Richmond, VA 23219; Peter Blauvelt, Director, Department of Security Services, Prince Georges County Schools, 507 Largo Road, Upper Marboro, MD 20772.*

A Few Statistics on School Safety

About 3 million thefts or violent crimes occur at or near our schools every year.

Sixteen percent of all high school seniors report being threatened with a weapon at school last year.

One in five high school students now carries a gun, knife, razor or other weapon on a regular basis.

Are you on the Community Update mailing list? To receive your monthly copy, call 1-800-USA-LEARN.

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202--0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

WASH. D.C. GMF DCR#7 08/18/93 20:48

GOALS 2000
Educate America

Issue No. 5

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF EDUCATION
Permit NO. G-17

FIRST CLASS

0498 175134 (800000) - NLNR-47

Ms. June Smith
Aquisitions Secretary
Eric/Ir
030 Huntington Hall
Syracuse University NY 13244

Community Activities, continued

and t-shirts for the packs.

Six community bookstores (Boulder Bookstore, Printed Page, Cover-to-Cover, B. Dalton, Barnes and Noble, and Walden Books) donated good quality picture books for children. The local McDonald's donated 200 pamphlets in both English and Spanish that listed books promoting early learning as well as tips for parents on how to read to kids. Paine Webber printed "Begin with Books" on infant t-shirts donated by the local Wal-Mart.

MARYLAND 2000: Planning a Workshop

Leaders of MARYLAND 2000, the state's coordinated effort to reach the National Education Goals, have been busy planning a fall workshop for educators. Current plans are to invite principals and teachers from 100 schools across the state for sessions on getting businesses involved with schools; developing and implementing school improvement plans; and applying for funds to support school reforms.

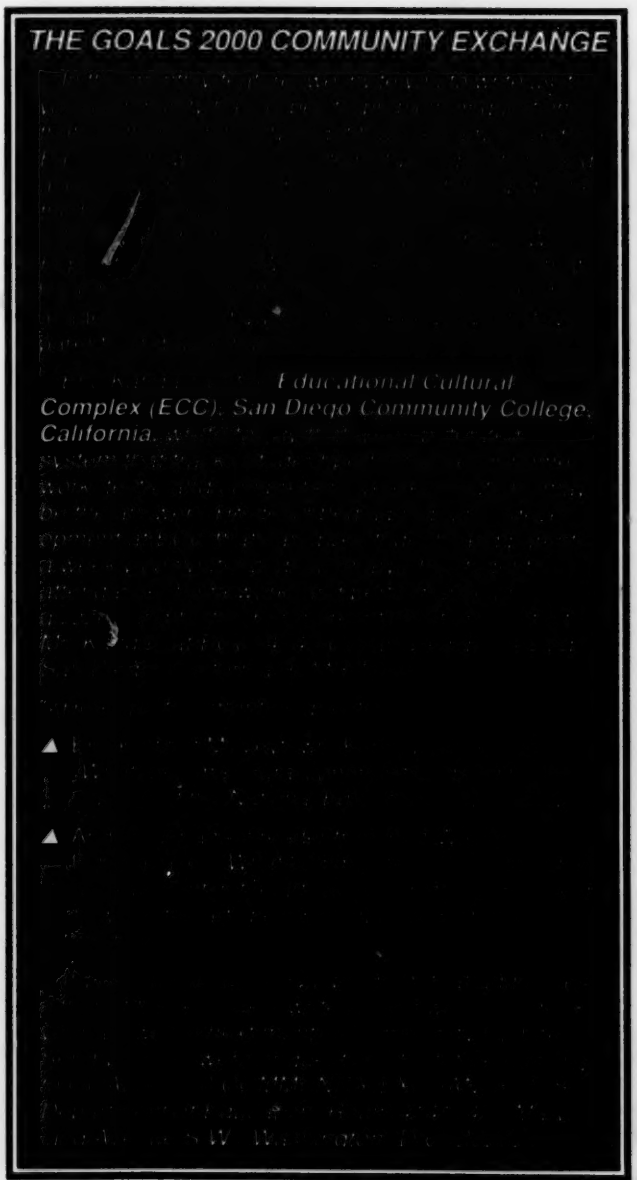
Does your community have a program you'd like to share? Send a brief description to the Editor, Community Update, U.S. Department of Education, Room 2089, 400 Maryland Avenue S.W., Washington, D.C. 20202, or fax it to 202/401-0953.

Science Standards Projects Seeks Comment

A group of educators working on consensus standards for science education is asking for comment on their latest draft report. Led by the National Academy of Sciences, the project is preparing standards that would address what categories of scientific knowledge should be taught in elementary and secondary schools, how students should be assessed, and what kinds of professional development teachers will need teach to the standards, among other issues.

The group's last draft (which was made available in February) received more than 400 comments, including a number from parents and business leaders, project coordinators said.

To obtain the latest draft and to furnish comments, write to: Critique and Consensus, National Research Council, 2101 Constitution Avenue, N.W., HA 486, Washington, D.C. 20418. Telephone: 202/334-1399.



BEST COPY AVAILABLE

GOALS 2000
Educate America

COMMUNITY UPDATE

NUMBER 6, SEPTEMBER 1993 — U.S. DEPARTMENT OF EDUCATION

Guests Announced for Satellite Meeting on "High Standards"

This month's Goals 2000 Satellite Town Meeting on "Reaching High Standards" will feature Gilbert Grosvenor, president and chairman of the board of the National Geographic Society, Dr. Shirley Malcolm of the American Association for the Advancement of Science, Brian Benzel, superintendent of the Edmonds, Wash., school district and teacher Sharon LeBlond of Norway, Maine. They will join Secretary of Education Dick Riley and Deputy Secretary Madeleine Kunin for the Town Meeting, which begins at 8:30 p.m. on Tuesday, September 21.

Participants in the satellite network around the country can expect to hear discussion of what standards are and how they are established; the role for communities, school districts and the general public in the various national projects now underway to develop content standards; and examples of states, schools and communities that have begun to put high standards in place.

Coordinates for the September Satellite Town Meeting are as follows:

C-Band: Telstar 301, Transponder 1/Channel 2; Horizontal polarization; Downlink frequency 3740; Audio subcarriers 6.2 and 6.8; Orbital location 96 degrees West.

Ku-Band: G-Star 1; Transponder/Channel 11; Vertically polarized; Downlink frequency 11866; Audio subcarriers 6.2 and 6.8; Orbital location 103 degrees West.

To learn how your community can take part in the Satellite Town Meeting, or to find out about downlink sites in your area, call 1-800-USA-LEARN.

"Time for America to Get Serious About Our Children"

by Richard W. Riley, U.S. Secretary of Education

NOTE: The following has been adapted from remarks made by Secretary Riley at the National Governors' Conference, Tulsa, Okla., on August 16, 1993.

For the past decade, many Governors have been on the cutting edge of progressive, responsive change. Education remains a state function, and states will continue to be the primary leaders in the change process.

But education is and must also be a national priority. That is why the National Education Goals are so important. America's future is dependent on a well-educated citizenry. It is both an economic necessity and a moral imperative to provide a high-quality and effective education for all children in America. We don't have a single person to waste.

"This is a vision ... of an education system that is committed to producing real results, for all of its students."

Together this Administration and the Governors have a shared vision of the education system our country needs for the 21st century. It is one in which schools help every child (regardless of her background or where he attends school) — to reach challenging academic standards and leave school prepared for responsible citizenship and a productive future.

This is a vision reflected in the National Education Goals. It is of an education system that is committed to producing real results, for all of its students. We are not alone in this vision. We have literally hundreds of thousands of allies, among parents, teachers, principals and other professional educators; state and local officials; and business leaders

See Get Serious, page 2

Schedule Set for Town Meetings

Here's the schedule of topics for the GOALS 2000 Satellite Town Meetings (STMs) for the 1993 - 1994 school year. The topics reflect the suggestions of many in our STM network who filled out questionnaires following our July Meeting.

September 21	"Reaching High Standards"
October 19	"New Technology: Transforming Education"
November 16	"Systemic Reform: State and Community Profiles"
January 18	"Time and Learning: New Ideas for Education, Inside and Outside School"
February 15	"Opportunity to Learn: Helping ALL Students Reach High Standards"
March 15	"Preparing World-Class Teachers"
April 19	"Helping U.S. Students To Be First in the World in Math and Science"
May 17	"The Arts in Education"
June 21	"Increasing Parent Involvement in Education"

Just a reminder: The Satellite Town Meeting is always on the third Tuesday of the month. Each STM begins at 8:30 p.m. Eastern Time.

Community Groups Address Goal One

Community Update recently received the following reports of local efforts to help communities to reach Goal One, "By the year 2000, all children will start school ready to learn."

▲ Louisiana Public Broadcasting, whose slogan is "*Where Learning Never Ends*," is helping to advance child care providers' knowledge and skills in working with children by offering specially created instructional television. The effort is a partnership between Louisiana Public Broadcasting and the Department of Social Services.

Each year, several sessions of the 12-part series titled "Caring for Children" are aired, and the station offers a certificate to all child care providers who register for the course then take and pass a test afterwards. The certificate is accepted by the Department of Social Services and counts as proof of "three clock-hours credit" out of twelve workshop hours that each provider must acquire annually. Lousiana Public Broadcasting says that the course's accessibility and value make it very popular among those who work in child care throughout the state.

▲ Residents of Charlotte County, Florida believe that in order for children and adults to become productive members of society, "real-life" issues must be addressed. That's why they have established a program called *Families First*. The program tries to create a bridge between the community, education, and social agencies. The partnership involves such agencies as: the Retired Senior Volunteer program, Charlotte Community Mental Health Services; and the Charlotte County Adult and Community Education. To achieve a "family friendly" location, *Families First* organizers chose two elementary schools to serve as sites where a variety of services and resources would readily be available. Programs such as: Aid to Families with Dependent Children (AFDC), Women, Infants & Children (WIC); and GED and literacy classes; as well as homework assistance; English instruction; parenting skills; voter registration; and pre-employment skills workshops are a few of the services provided. With all of these services within reach of the community, it's easy to understand why their motto is "one stop shopping" for social services and educational programs.

Does your community have a program you'd like to share? Send a brief description to the Editor, Community Update, U.S. Department of Education, Room 4141, 400 Maryland Avenue S.W., Washington, D.C. 20202, or fax it to 202/205-0676.

throughout the Nation. Our challenge is to expand this pool, and together to achieve our common purpose.

The federal government must be an effectively supportive partner with states in realizing this vision. However, at present the federal government doesn't meet this test.

While states must continue to spearhead the education reform movement, states simply cannot move far enough and fast enough on their own. The challenge is too great and the stakes for the n ation are too high. We must make sure that the important resources the federal government already invests and will invest in the future are paying full dividends in reaching our goals. We don't have a dollar to waste, and the American people know that lesson well....

If left unchanged, this situation will get even worse. Current federal programs will soon become a major roadblock to your reform efforts. They will, in some ways, get in the way of what you are trying to accomplish. For example, the testing and evaluation requirements in Chapter 1 work to lower expectations and water down the curriculum for disadvantaged students — even though we know full well that these same students benefit considerably from higher expectations, more challenging material, and more engaging instruction. These same testing requirements affect all schools and all students because they serve as barriers to higher standards and the use of better performance assessments by states and local school districts.

"We can accomplish much more working together that we can working apart. It is time to come together — all of us — for our children and for our future."

President Clinton and I are fully committed to reinventing the federal government's role in education, so that we may become the partner you need. And, we have specific plan and strategy for doing that.

The first step is President Clinton's education reform bill, the GOALS 2000: EDUCATE AMERICA ACT. This legislation provides for the development of a voluntary national system of challenging academic standards. These standards will serve as benchmarks for your own efforts to define what students should know and be able to do. They will be voluntary, and they will help move each state's education system towards a results orientation. GOALS 2000 also creates a mechanism to establish occupational skill standards, which can provide a focus for school-to-work transition, job training and retraining, and other lifelong learning programs for a high skills workforce.

GOALS 2000 provides support for states, local school districts, and individual schools to develop and implement their own systemic reform plans, centered around helping all students achieve the state's own standards. Our approach combines state leadership with grass roots, bottom-up reform. And, it is explicitly designed so that states can participate regardless of where they are in the reform process. GOALS 2000 also takes a first significant step in providing flexibility in the implementation of other federal education programs. States and communities with ambitious reform plans will be able to receive waivers from federal rules and regulations that get in the way of implementing their reforms. As secretary of education, I currently have less waiver authority than any other Cabinet secretary. With this legislation, I will be in a stronger position to help you clear the obstacles from the path of education improvement....

We are all concerned about education reform — the president, the Congress, state and local leaders, and the American people — that is a given. But too often, we seem to talk past one another. And that, I think, is unfortunate and harmful to our children's future. We Americans are very much in a "show me" mood. Our people are edgy, impatient, unsettled and they, too, certainly want results. They know our country is changing — changing in some ways they do not fully understand. But they know that, if we do not educate our children differently many will be left out and left behind.

As leaders, we are all accountable for the results we achieve. This is a vision reflected in the National Education Goals. It is of an education system that is committed to producing real results, for all of its students. We can accomplish much more working together that we can working apart. It is time to come together — all of us — for our children and for our future. It is time for America to get serious about our children and their future. So I invite you to work with me — as I will work with Congress — to create a bipartisan atmosphere of trust and partnership that allows us to move forward together — to create a new "ethic of learning" that is at the core of President Clinton's commitment to educational reform."

★ El Paso Goes On-Line ★

El Paso, Texas' GOALS 2000 effort kicked off the new school year with a community-wide town meeting on the last Saturday in August, at which a new on-line computer network was announced.

Participants in the Town Meeting heard first from Maria Casillas, executive director of Texas Region XIX Education Services, who underscored that all the area's stakeholders —parents, educators, business, and civic groups — must come together to devise ways to better prepare all learners.

Later, Don Furth of El Paso Community College announced the Rio Grande FreeNet on-line computer system as one means to bring the community together. The FreeNet is open to the students, educators and others in Western Texas and allows interested parties to communicate with each other, research databanks across the U.S. and other countries, or to link with the more expansive Internet system—free of charge. The system is expected to facilitate the exchange of reform ideas throughout the El Paso-area. Development of the FreeNet, the first of its kind in Texas, was supported by contributions from Providence Memorial Hospital and El Paso Community College.

Public Forums Scheduled on Draft Arts Standards

This month, forums will be held around the United States to hear comments from the public on the first official draft of the National Arts Standards in dance, music, theatre, and the visual arts. Project leaders hope that a final draft of the National Arts Standards will be ready next year.

The draft was produced by the National Committee for Standards in the Arts, a consortium of national arts education groups that includes the American Alliance for Theater and Education, the Music Educators National Conference, the National Art Education Association, and the National Dance Association.

Currently, the arts standards cover three categories: Creating and Performing, Perceiving and Analyzing, and Understanding Cultural and Historical Contexts. Draft standards have been developed for grades K-4, 5-8, and 9-12. The draft's introduction states: "The Standards are deliberately broad statements, the better to encourage local curricular objectives and flexibility in classroom instruction, i.e., to draw on local resources to meet local needs."

The forums are scheduled for Sacramento, Calif., on September 17; Albuquerque, N.M., on September 20; Kansas City, Mo., on Sept. 21; and Washington, D.C. on September 22. The committee is also receiving written testimony through October 15. To obtain a copy of the draft National Arts Standards, or for more information on the forums, call the Music Educators National Conference at [1-800-336-3768].

In related news, Secretary Riley plans to participate in a nationwide satellite teleconference on creating new federal, state, and local partnerships to promote the arts in education. The event is scheduled for Friday, November 19, from 2 to 5 pm Eastern Time. For more information, or to find out how your group might host a downlink site, call Delia Reed at the National Assembly of Local Arts Agencies at (202) 371-2830.

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202-0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

GOALS 2000
Educate America

Issue No. 6

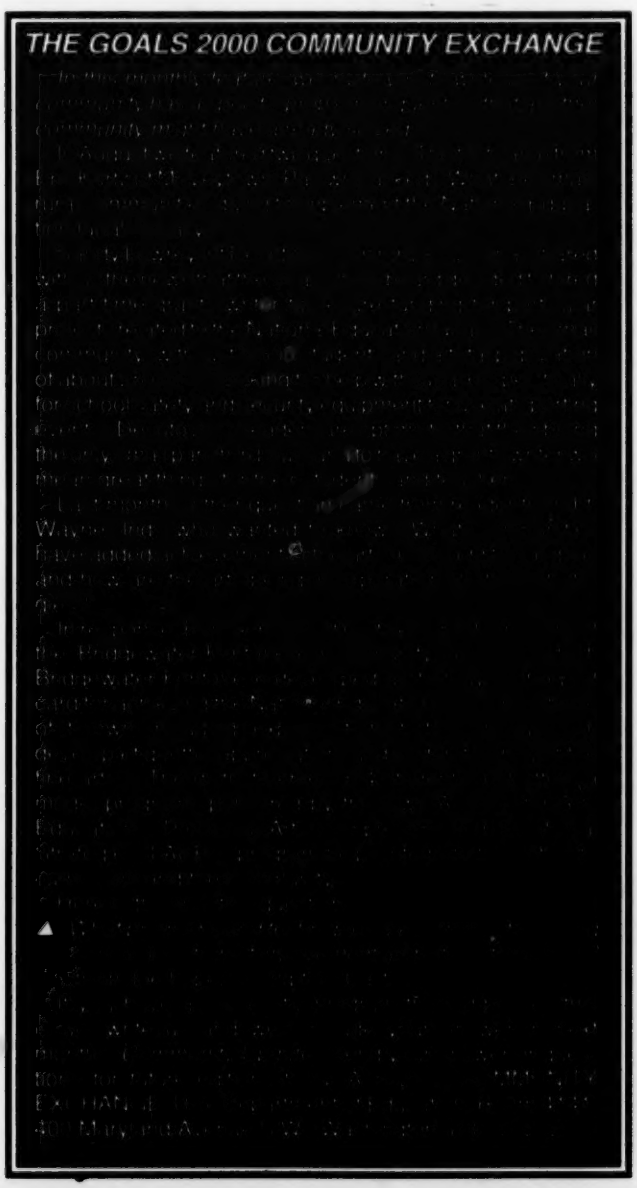
POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17

FIRST CLASS

0498 175134 (800000)

Ms. June Smith
Aquisitions Secretary
Eric/Ir
030 Huntington Hall
Syracuse University NY 13244

THE GOALS 2000 COMMUNITY EXCHANGE



The National Education Goals in Brief

1. **All Children Ready to Learn**
2. **90 Percent Graduation Rate**
3. **All Children Competent in Core Subjects**
4. **First in the World in Math and Science**
5. **Every Adult Literate and Able to Compete in the Work Force**
6. **Safe, Disciplined, Drug-free Schools**

Are you on the Community Update mailing list? To receive your monthly copy, call 1-800-USA-LEARN.

FYI - JR

GOALS 2000
Educate America

COMMUNITY UPDATE

October Town Meeting to Focus on Technology

New education technology and how it can help all students to reach world-class standards will be the focus of the next Goals 2000 Satellite Town Meeting on Tuesday, October 19, at 8:30 p.m. EDT.

U.S. Education Secretary Richard Riley and Deputy Secretary Madeleine Kunin will welcome a panel of education, business and community leaders who will discuss how technology can transform the way students learn by providing more opportunities for active, hands-on, discovery-based projects; provide teachers with new access to resources and to one another; improve learning opportunities for disabled or disadvantaged students; and offer new ways of involving parents in their children's education.

Plans for the broadcast include the use of videotaped reports that will show how new technologies are used in the classroom.

Coordinates for the October Satellite Town Meeting are:

C-Band: Telstar 301, Transponder 1/Channel 2; Horizontal polarization; Downlink frequency 3740; Audio subcarriers 6.2 and 6.8; Orbital location 96 degrees West.

Ku-Band: G-Star 1; Transponder/Channel 11; Vertically polarized; Downlink frequency 11866; Audio subcarriers 6.2 and 6.8; Orbital location 103 degrees West.

To learn how your community can take part in the Satellite Town Meeting, call 1-800-USA-LEARN.

High Standards and High Expectations Are Key to Reform, Town Meeting Audience Hears

For the panel of national and community leaders taking part in last month's Goals 2000 Satellite Town Meeting on helping students reach world-class standards, the fundamental question for school reform is, "What do we want our children to know and be able to do?"

"The community needs to have a discussion about what they want their children to know," said panelist Shirley Malcom of the American Association for the Advancement of Science.

"What collection of things do they want in the community? .... They need to have a discussion about what kind of vision they have for education in the community."

Members of the Satellite Town Meeting's network taking part in their own community meetings at downlink sites around the country or watching at home on public access television — as well as a live studio audience — heard advice on how setting high academic standards can transform teaching and learning. U.S. Secretary of Education Richard W. Riley and Deputy Secretary Madeleine Kunin hosted the program, which originated at the U.S. Chamber of Commerce's studios in Washington, D.C.

In addition to Malcom, the other panelists were: Gilbert Grosvenor, president and chairman of the board of the National Geographic Society; Brian Benzel, superintendent of the Edmonds, Wash., school district; and mathematics teacher Sharon LeBlond of Norway, Maine.

Malcom talked about her work with the National Committee on Science Education Standards and Assessments, the nationwide group of scientists and teachers who are working on voluntary standards for content, assessment and teaching for science

*See **High Standards**, page 2*

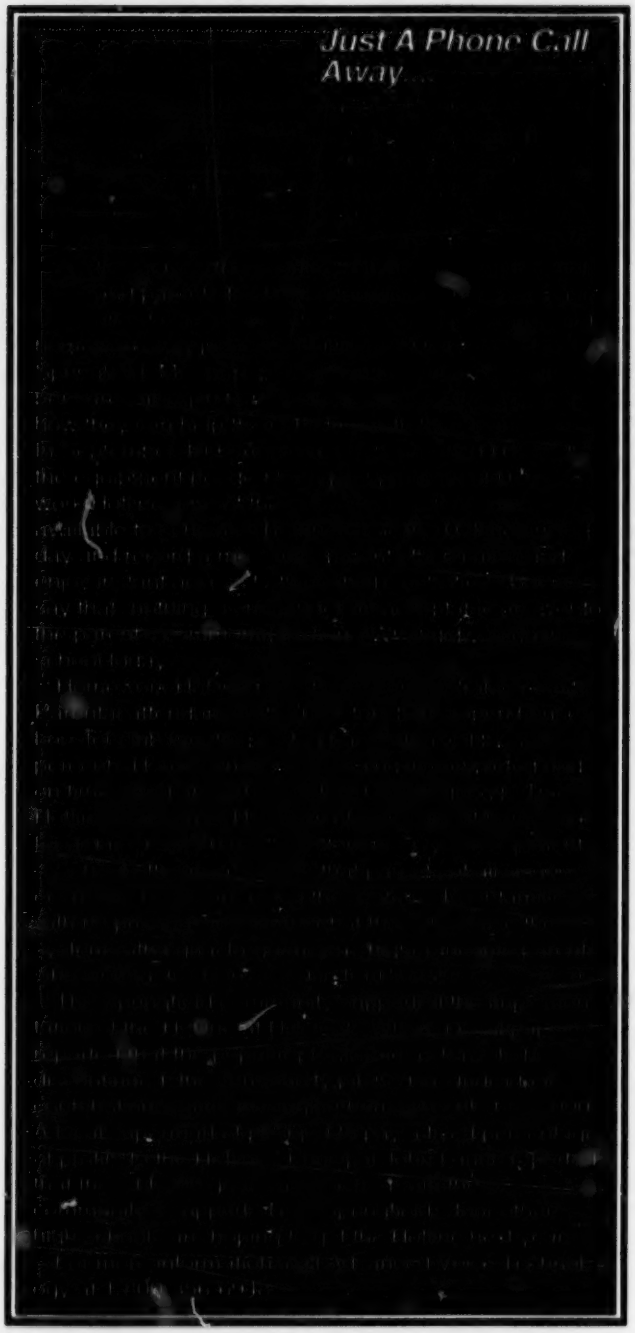
Congress Considers School Reform Legislation

In the past several weeks, President Clinton sent Congress two critical pieces of proposed school reform legislation. Both bills address how education must change in order to help all children learn what they must know and be able to do to succeed in a competitive world economy. The two bills build on the proposed *Goals 2000 Educate America Act*, introduced in April 1993, which sets forth a vision of school reform to allow the United States to reach the National Education Goals.

The *Improving America's Schools Act of 1993*, the President's proposal to reauthorize the $10 billion Elementary and Secondary Education Act (ESEA), would refocus a number of federal programs for K-12 education to enable schools to help all students reach high academic standards. The proposal aims to provide resources where the

*See **Congress**, page 4*

As this edition of Community Update went to press, the GOALS 2000 Educate America Act was scheduled to be debated on the floor of the House of Representatives during the week of Oct. 4, and to reach the U.S. Senate floor later this month. For more information, call 1-800-USA-LEARN.



NOTE TO READERS:

In addition to a report on the October Satellite Town Meeting on technology, next month's Community Update will feature articles on how communities are using technology to help students and adults to reach high standards and the National Education Goals. If your community or school can provide such an example, please send a brief description to the Editor, Community Update, U.S. Department of Education, Room 4141, 400 Maryland Avenue, SW, Washington, DC 20202, or fax it to 202-205-0676.

BEST COPY AVAILABLE

Live from Bentonville, Arkansas:

WAL-MART Conducts

There was no Goals 2000 Satellite Town Meeting in August, but apparently the reform-minded store managers and their associates at Wal-Mart couldn't wait until September. On August 24, the Wal-Mart home office in Bentonville, Ark., produced its own live satellite meeting where members of the corporate family in hundreds of stores throughout the country talked about their community-based efforts to reach the National Education Goals.

"We had some momentum going on in our stores and we didn't want to loose that," said Janet Wilkerson, the Goals 2000 program coordinator for Wal-Mart. "Satellite town meetings are a way to bring the community together each month."

The need for widespread community involvement was the dominant theme of the town meeting, which featured Wal-Mart officials, leaders of the local Bentonville 2000 effort, and representatives of other businesses that are active in local school reform.

"It's going to take all of us...the business community...the parents, the retired folks, the young married couples, as well as the educators for us to achieve those national goals by the year 2000," Wilkerson told the audience.

Highlighting the importance of business involvement, Wal-Mart chairman Rob Walton interviewed Rich Gurin, President of Binney and Smith, makers of Crayola products. Wal-Mart and Binney and Smith have formed a partnership to develop products that promote early childhood education and school

High Standards, continued

education in our nation's schools. The challenging standards now in development are intended for all students, not just gifted ones, she said.

"We are not going to spend so much of our time trying to figure which kids are trying to succeed and which ones are going to fail. We're going to expect that all of them are going to succeed.

The National Geographic Society's Grosvenor described the process by which voluntary nationwide standards for geography are being prepared. He said that one goal of the National Geographic, which is one of the lead agencies involved in the project is to produce standards that are practical. "We intend to make this a very readable document...It's intended to help the teacher," he said. "I would hope that the standards would motivate all teachers to teach geography in a very exciting way. It's more than facts."

The importance of having clear, plainly worded standards was echoed by Brian Benzel, who described the process of setting standards in this local community, where input from the citizenry was absolutely key. "We learned the message about jargon. I think that's an important message that our audience needs to grapple with. They need to get their fingerprints on this...," he said.

Benzel explained how his school district, which is a Goals 2000 Community, is engaged in a multi-year, comprehensive effort to improve student performance based on world-class standards and assessments. The community has spent the past 14 months working on a standards-based approach to school reform. The result is the "Tapestry of Student Learning," a work-in-progress that defines what the community wants its children to know and be able to do in 15 "interwoven" academic and skill categories.

Its Own Town Meeting

readiness. Gurin talked about his company's involvement with reform efforts in LeHigh Valley 2000 in Pennsylvania.

Donna Banks, Bentonville 2000 coordinator, stressed that in her community it was important to determine "where we are and where we'd like to be," but she emphasized that it is not a "cookie-cutter process" and would be different for every community. Dr. Lewis Holloway, superintendent of Bentonville schools, argued that "participation is everything," and that having all segments of the community involved in the planning process is "critical for success." Actually reforming the schools, he said, will "not happen at the committee level, but at the individual level."

Hosts Lee Stucky, Director of Training and Development at Wal-Mart, Inc., and Janet Wilkerson called two community leaders on the air and asked their advice to communities just getting started. Don Lorton, president of Magic Chef in Cleveland, Tenn., recommended that communities "really stress this grass roots thing...it is not a national program. It should be tailored to the needs, the feelings and the vision of that local community. It should be wide and it should be broad." Libi Rhodes, vice president of Union Bank in Laredo, Texas, advised that everyone "have an open mind and have a lot of patience. Change isn't going to come along instantly....Once we solve the education problems, we can solve just about anything as a community."

How do standards affect what goes on in the classroom? Sharon LeBlond, who teaches disadvantaged students in rural Norway, Maine, told the Satellite Town Meeting audience how giving children challenging subject matter — in her case, material based on the standards from the National Council of Teachers of Mathematics — raised student performance.

The introduction of the NCTM standards at her school, along with a variety of hands-on, teaming, and problem solving approaches, has resulted in her Chapter 1 students scoring 25 percent improvement on the Maine assessments in mathematics.

Riley and Kunin closed the town meeting with a brief checklist of ways people could get their communities started right away:

- ▲ One, find out if your local schools are using the world-class math standards developed by the National Council of Teachers of Mathematics. If not, write to NCTM for a copy.
- ▲ Two, find out if your state or school district is developing standards. Ask how you can participate or help.
- ▲ Three, contact the nationwide projects working on content standards in the different disciplines. Ask for a copy of their draft standards and let them know what you think of them. Share their current drafts with the teachers in your schools.
- ▲ And, most important — get your local community and school district thinking about standards. If it hasn't already started, you can begin the critical discussion. It starts with two questions: *What do we want our children to know and be able to do? And — What can I do to help my children, and all our local children, meet high standards?*

For information on the guests' programs, call 1-800-USA-LEARN.

GOALS Panel Says Progress is "Wholly Inadequate"

America's progress towards the six National Education Goals is "wholly inadequate," says a report issued in late September by the bipartisan National Education Goals Panel (NEGP).

The panel's 1993 report, called *Building a Nation of Learners*, calls for more citizen involvement and more challenging education standards to speed progress towards the Goals. NEGP, whose membership comprises 14 state and federal officials from both political parties, was created in June 1990 to monitor and report on national and state progress towards the Goals.

Drawing on more than 40 studies gathered from over 15 agencies and research centers, the new two-volume report contains the most recent information on the nation and each state's progress. Findings include:

- ▲ Goal 1: More than half of all U.S. children are born with one or more significant risk factors that can impede further learning and development.
- ▲ Goal 2: The high school completion rate, which increased steadily during the 1980s, has leveled off.
- ▲ Goals 3 and 4: At no stage during the grade K-12 years do a majority of American students perform at levels necessary for success in later life.
- ▲ Goal 5: More than half the adults in America can only meet the lowest levels of proficiency in reading and writing.
- ▲ Goal 6: School violence and disciplinary problems are creating barriers for those students who want to work hard.

One key to progress, the NEGP report says, is a voluntary system of challenging national and state standards that will blend expert classroom knowledge with that of researchers, policy makers, and the general public.

For an executive summary of the National Education Goals Panel 1993 report, *Building a Nation of Learners*, call 1-800-USA-LEARN.

Are you on the Community Update mailing list? To receive your monthly copy, call 1-800-USA-LEARN.

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202–0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

SUBURBAN MD 208 101493 23

U.S. DEPARTMENT OF EDUCATION
Permit NO. G-17

FIRST CLASS

GOALS 2000
Educate America

Issue No. 7

0498 244343 (AZZZZZ)

Gail Matthews
ERIC Facility
1301 Piccard Drive
Rockville MD 20850

Congress, continued

needs are greatest: poor schools and poor communities.

Schools, communities and states will receive federal support under the proposal for creating conditions that foster high-performance teaching and learning. Professional development for teachers, safe schools for children and partnerships between parents and schools are among the key conditions that would be supported. The proposal also promotes increases flexibility for school innovation, couples with strong or accountability.

The *School-to-Work Opportunities Act of 1993* aims to establish a national framework in which states create comprehensive systems to prepare students for the world of work. These systems would offer all young Americans an opportunity to participate in a high-quality, performance-based program — and to earn a high school diploma, a degree or diploma certifying successful completion of at least one year of postsecondary education, and an industry-recognized skill certificate.

Developed jointly by the U.S. Department of Education and the U.S. Department of Labor, the initiative stresses the important links between school and work and addresses the needs of a changing economy in which workers must have higher-order thinking abilities and real skills.

For more information about the proposed legislation call 1-800-USA-LEARN.

THE GOALS 2000 COMMUNITY EXCHANGE

The National Education Goals in Brief

1. All Children Ready to Learn
2. 90 Percent Graduation Rate
3. All Children Competent in Core Subjects
4. First in the World in Math and Science
5. Every Adult Literate and Able to Compete in the Work Force
6. Safe, Disciplined, Drug-free Schools

BEST COPY AVAILABLE

GOALS 2000
Educate America

COMMUNITY UPDATE

NUMBER 8 — NOVEMBER 1993 — U.S. DEPARTMENT OF EDUCATION

Next Town Meeting Looks at Kentucky and "Systemic Reform"

How schools and communities in Kentucky are transforming their education system since the passage of their landmark school reform legislation will be the focus of the next Goals 2000 Satellite Town Meeting on Tuesday, November 16, at 8:30 p.m. Eastern Time.

The key concept of this discussion will be "systemic reform" — how schools and communities can align all the elements of the education system — including curriculum, instruction, assessments, school governance, parental and community involvement, and school finances — so all children can reach high standards.

Live from Lexington, Ky., U.S. Secretary of Education Richard Riley and Deputy Secretary Madeleine Kunin will welcome a panel of guests that will include both educators and community leaders. They will talk about the key role of the parents and the community in Kentucky's reform program, as well as the importance of standards and assessments, and the critical role of communications and the consensus-building effort.

Coordinates for the November Satellite Town Meeting are:

C-Band: Galaxy 4, Transponder 5, Horizontal Polarization, Downlink Frequency 3800 Mhz, Audio Subcarrier 6.8.

Ku-Band: SpaceNet 2, Transponder 22, Downlink Frequency 11,980 Mhz., Horizontal Pole, Audio Subcarriers 6.8, Orbital location: 69 degrees West.

To find out how your community can join in the Satellite Town Meeting, or for information on local downlink sites in your area, call 1-800-USA LEARN.

Technology Is "A Very Valuable Tool" to Help All Children Learn

Schools and Communities Are Encouraged to Find Creative Uses for Technology

Technology has the potential to improve the way an entire school works — from the way that parents and teachers interact, to the way children can work and learn together, agreed the panel of national and community leaders on last month's GOALS 2000 Satellite Town Meeting.

"...Technology will enable us to do something *different* in schools that we've never done," stated West Virginia Superintendent of Schools Henry Marockie, one of the Town Meeting panelists, "and it will enable us to do *better* than we've ever done before."

Deputy Secretary of Education Madeleine Kunin hosted the program which was broadcast live from the U.S. Chamber of Commerce's studios in Washington, D.C.

Participants in local community meetings across the country as well as viewers watching the Town Meeting at home on public access television stations heard how technology has unique potential for helping all students to achieve.

Secretary of Education Dick Riley introduced that theme in a taped message at the beginning of the program. He said that technology can be "a very valuable tool for helping students to reach high standards" and stressed that technology was the power to transform and improve an entire school.

In addition to Marockie, Deputy Secretary Kunin's other guests were Stanley Johnson, a computer science teacher at Jefferson Junior High School in Washington, D.C.; Jacquelyn Brand, Director of the Alliance for Technology Access; David Thornburg, head of the Thornburg Center for Professional Development which specializes in educational technology; and Linda Roberts, the U.S. Department of Education's special advisor on educational technology.

Marockie explained how West Virginia has instituted a state-wide initiative on technology under his leadership. Every child and teacher in kindergarten through third grade has access to a computer and the training needed to make good use of the

See ***Technology,*** *page 2*

Revised Schedule For Satellite Town Meetings

Here's a revised schedule of topics for the Satellite Town Meetings (STMs) for the remainder of the1993 - 1994 school year. Please note that the dates remain the same as originally published — we've switched a few of the topics in response to requests from some members of the STM network.

November 16	"Systemic Reform: State and Community Profiles"
January 18	"The Arts in Education"
February 15	"Opportunity to Learn: Helping ALL Students Reach High Standards"
March 15	"Preparing World-Class Teachers"
April 19	"Helping U.S. Students To Be First in the World in Math and Science"
May 17	"Time and Learning: New Ideas for Education, Inside and Outside School"
June 21	"Increasing Parent Involvement in Education"

Just a reminder: The Satellite Town Meeting is always on the **third Tuesday of the month.** Each STM begins at 8:30 p.m. Eastern Time.

equipment. Marockie stressed the importance of staff development in this effort as well as how technology can ensure access by providing the same learning opportunities to every student in the state.

When callers from Honolulu, Hawaii, to Houston, Texas, asked about the cost of technology, teacher Stan Johnson offered simple advice. "I do a lot of writing...a lot of begging...[and] it helps to have an administrator who's a visionary." Johnson recommended looking to community businesses and asking for their surplus or outdated hardware. "You have to not be afraid to ask," he encouraged, "you never get what you never ask for."

The panelists explained how technology takes many forms, including distance learning, networks and databases. "The emphasis of the information highway is to bring resources to students in their classroom, to support teachers in their instruction, and to support learners wherever they are in their communities and in their homes," said Linda Roberts.

Technology can fundamentally change the teaching process, David Thornburg said. He noted that "The role of educators needs to transform itself very quickly and very markedly — from being in the information delivery business to being more in the business of helping people find the information they need when they need it...and how to make meaningful connections between those pieces of information."

As founder of the Alliance for Technology Access, a national network of resource centers that enables children and adults with disabilities to improve learning through technology, Jacquelyn Brand offered a unique perspective. "Technology has literally redefined what it means to have a disability. The tools are there today to allow kids and adults with disabilities to participate fully in the mainstream of schools and society...."

Brand encouraged communities to think creatively, "Expertise in technology...resides across the community in a variety of places...the ability for families to connect with their kids in the community and support their education in school by enhancing it out of school is a real cost-effective way for us to support our kids."

At the close of the program, Deputy Secretary Kunin summarized the discussion with a checklist of what communities can do right away to use technology:

1. Check with your governor's office and state department of education to see what they have to offer. They can be a valuable source of advice and support.
2. Look around your community for organizations that can provide expertise and financial support — such as the local telephone company, the cable television provider, and other businesses.
3. Take advantage of the many government programs and national organizations that are ready to provide advice or funding.

The Education Department has prepared a brief guide to technology resources that lists key groups and how they can help. To obtain a copy, or for more information on the panelists' programs, call 1-800-USA LEARN.

If you have access to the Internet and would like to offer a comment or raise a question about the Community Update, Satellite Town Meeting or Goals 2000, you can e-mail us at the following address: GOALS2000@ed.gov

Kentucky Uses Technology to Advance Statewide Reforms

Last month's Satellite Town Meeting looked at how technology can be a tool for helping students to reach high standards. Preparing for next month's discussion of Kentucky's comprehensive school reform program provides an opportunity to consider a state-wide technology plan and how it can serve the needs of local schools and communities.

The Kentucky plan integrates technology into several aspects of the reform process. A computer network links five levels of users — students, teachers, school administrators, district administrators and state administrators — and connects them to various programs and to one another. The system is also set up in such a way to protect data to which access should be limited.

What are the advantages of a single technology system that integrates administration with teaching and learning in the classroom? Because administration and instruction do intersect, Kentucky officials say, and because a single system of technology can make both happen more efficiently.

For instance, a database that integrates student records regarding free lunch programs with instructional management, food service, and other school operations can help teachers and students to be more productive and do required record keeping at the same time. With the new system, teachers can take attendance, order supplies or update personnel forms from the computers on their desks, saving trips to administrative offices and much paperwork.

With the increase in school-based management, more administrative information will need to be accessible at the school itself. A single system makes all that communicating, reporting, and cross referencing a lot simpler.

Another reason is the cheaper cost. All of the equipment and programs are standardized, which cuts down on repetition, equipment with limited uses, and dependence on a single vendor.

It also means that all the users will benefit from the updates and improvements of technology at the same time and in the same way. If a chemistry student can conduct what used to be a test tube experiment on a computer (while his instructional records are simultaneously being updated), that gives the computer one more use, saves money on extra equipment and protects the student from possible lab accidents.

The primary goal is to get audio, data, and video technology—that's telephones, computers and television — into classrooms in a uniform way that makes the advantages of technology a part of teaching and learning. Kentucky's goal, when the six year implementation plan is done, is to have one computer for every teacher, one computer for every six students, one school management system for every school, one administrative system for every district office — and one fully automated state department of education.

Underlying the entire plan, state officials say, is the belief that as the parts and players in education work to be more cohesive and connected, so should the technology they use be more uniform and connectable.

"Technology Is Not a Box," Says New Jersey Community

"Computers, laser disc players, fax machines, phones, satellites dishes, and fiber optics mean nothing if teaching doesn't change to reflect the way kids learn," says Phillip Geiger, superintendent of the Piscataway, N.J., schools. "Technology is not a box."

By keeping the focus squarely on the children, the Piscataway schools devised a five-year plan for technology that has transformed the way classrooms look as well as the learning that goes on inside them.

In each elementary classroom there are four student computer stations, a 27" monitor, and teacher station to facilitate student cooperative, small group instruction. Teachers here can develop student-oriented curriculum materials ranging from full-motion video, color photos, document research, interactive communications, and school to school, class to class dialogues.

Geiger says the district's teachers are no longer the mere disseminators of facts, but are elevated to new levels of decision-making.

How did Piscataway fund such a comprehensive plan? The board of education took a tough stance and decided that more funds would be reallocated from the non-instructional budget. Additionally, they looked to neighboring businesses to absorb some of the schools' costs, which included having a transportation company manage the bus fleet. This saved the district $1.5 million annually, in addition to the one time capital infusion of $1.4 million from the sale of the district's previously owned bus fleet.

Piscataway classrooms look remarkably different than they did a year ago, Geiger says, but most importantly, the teachers are different than they were a year ago. They're the same caring, conscientious teachers who have helped the children through school, but now he says they are "better equipped to fight the battle of the century," doing a better job educating all of the community's children.

Are you on the Community Update mailing list? To receive your monthly copy, call 1-800-USA-LEARN.

BEST COPY AVAILABLE

Teleconference Scheduled on Strengthening Arts Partnerships

Secretary Riley will join Jane Alexander, the new chairperson of the National Endowment for the Arts, and other government, civic and business leaders in a nationwide satellite teleconference called "Building Coalitions for a Creative America" on Friday, November 19, from 2:30 to 5 p.m. Eastern Time. The event is part of a three-day conference sponsored by the National Assembly of State Arts Agencies (NASAA) in Charleston, S.C.

The teleconference aims to identify the role that arts and cultural activities can play in revitalizing our communities and addressing issues such as education, employment, housing, transportation and crime prevention.

The National Assembly of Local Arts Agencies is partnering with NASAA to coordinate 500 downlink sites in communities across the country. To find out what's happening near you or to organize a downlink site, call Delia Reid at NALAA, 202-371-2830.

The National Education Goals in Brief

1. **All Children Ready to Learn**
2. **90 Percent Graduation Rate**
3. **All Children Competent in Core Subjects**
4. **First in the World in Math and Science**
5. **Every Adult Literate and Able to Compete in the Work Force**
6. **Safe, Disciplined, Drug-free Schools**

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202–0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

GOALS 2000
Educate America

Issue No. 8

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17

FIRST CLASS

0498 175104 (000000)

MS Jane Smith
Acquisitions Secretary
ERIC/IR
030 Huntington Hall
Syracuse University NY 13244

New Awards Announced For Communities

The Coalition on Educational Initiatives (CEI), a partnership that includes several major U.S. corporations and the USA TODAY newspaper, has announced the "Community Solutions for Education" competition, a new awards program that will recognize grassroots programs for improving education for young people.

Applications are being accepted from any combination of community organizations working together to improve learning opportunities for children from ages birth to 18. The competition's sponsors are looking for programs that

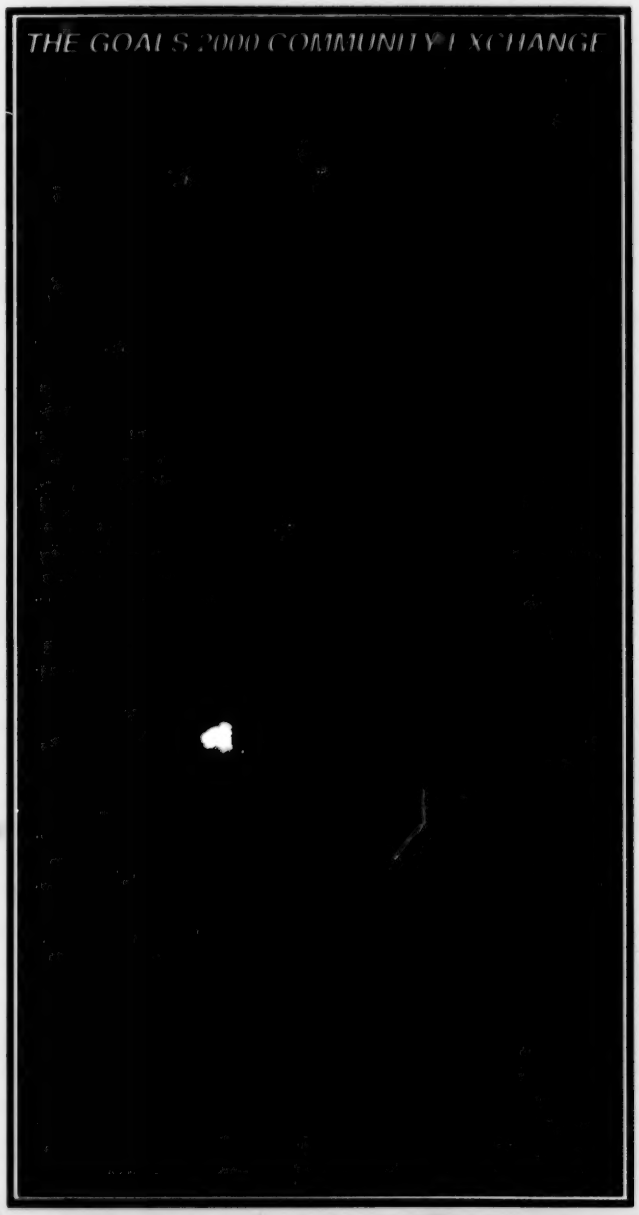
- ▲ unite the community in support of education;
- ▲ encourage cooperation among community organizations; and
- ▲ can serve as models for other communities.

USA TODAY will spotlight winning programs in its pages as well as in a national resource guide. The Coalition will also present certificates and plaques to the winners.

A panel of representatives from educational and community organizations will select 51 semifinalists and 5 national winners. The deadline for entries is Jan. 15, 1994. Winners will be announced in USA TODAY in April 1994.

Members of the Coalition on Educational Initiatives are the Coca Cola Company, State Farm Insurance, Crest, Tide, U.S. Sprint, EduQuest, Laidlaw, Inc., and Optimist Clubs. The Coalition's Advisory Council includes a number of national associations and groups, including the U.S. Department of Education.

For more information or an application, contact: Community Solutions for Education, c/o Education and Family Initiatives, USA TODAY, 1000 Wilson Boulevard, Arlington, VA 22229. Telephone: 1-800-598-3224.



BEST COPY AVAILABLE

FL-TR

GOALS 2000
Educate America

COMMUNITY UPDATE

NOV/DEC 1993/JAN 1994 U.S. DEPARTMENT OF EDUCATION

Next Town Meeting Looks at the Arts in Education

How schools and communities can work together to improve arts education will be the focus of the next Goals 2000 Satellite Town Meeting on Tuesday, January 18, at 8:30 p.m. Eastern Time.

Live from Washington, D.C., U.S. Secretary of Education Richard Riley and Deputy Secretary Madeleine Kunin will welcome a panel of guests from state and community arts organizations and schools who will talk about innovative programs that help students learn about the arts.

The discussion will focus on the importance of arts education; how arts can help students learn in other academic disciplines such as math and science; the arts' special potential for reaching disadvantaged or disabled students; how cultural institutions, including museums and galleries, can work with schools to improve arts education; and how the soon-to-be-published standards for arts education will effect teaching and learning.

The Goals 2000: Educate America Act now being considered by the Congress includes the arts in National Education Goal 3 as one of the core content areas in which students should demonstrate competency.

Coordinates for the January Satellite Town Meeting are:

C-Band: Galaxy 4, Transponder/Channel 5; Horizontal Polarization; Downlink Frequency 3800; Audio Subcarriers 6.2 and 6.8; Orbital Location: 99 degrees West.

Ku-Band: G-Star 4, Transponder/Channel 15; Vertical Polarization; Downlink Frequency 12110; Audio Subcarriers 6.2 and 6.8; Orbital Location: 105 degrees West.

To find out how your community can join in the Satellite Town Meeting, or for information on local downlink sites in your area, call 1-800-USA-LEARN.

Sweeping Changes In Kentucky Schools Aim to Help Students Reach High Standards

Guests on Satellite Town Meeting Talk About Systemic Reform

Education in Kentucky has changed dramatically since the passage of the Kentucky Educational Reform Act (KERA). The changes are mostly due to refocusing the entire system around helping all students achieve high standards, explained a panel of Kentucky state leaders and community members during last month's GOALS 2000 Satellite Town Meeting.

The Town Meeting's host, Deputy Secretary Madeleine Kunin, noted that "President Clinton has said that virtually every challenge in America is being met successfully by someone, somewhere. Kentucky provides an excellent model of a system improving all of the pieces of education at the same time." She urged participants to use the example of Kentucky reform as a model for their communities and schools.

Sponsored by the United Parcel Service and KET, The Kentucky Network, the program was broadcast live from Lexington, Kentucky and included a studio audience of community members who are actively involved in the Kentucky reform efforts. Around the country, people in community meetings or watching on public access television stations participated in the program by calling in and asking questions about the progress and struggles in Kentucky.

Panelists provided an honest assessment of the Kentucky experience and how it is relevant to the rest of the country. They included Dr. Thomas Boysen, Kentucky Commissioner of Education; Lois Weinberg, Chair, The Prichard Committee for Academic Excellence, a community resource group; Sherron Jackson, a parent from Frankfort, Kentucky active in his child's school-based management committee; and Marge des Grosseilliers, a principal from Cabot, Vermont where school reform is occurring at the community level.

Commissioner Thomas Boysen addressed the challenges of changing the whole system, "I sometimes think of it as moving from riding a tri[cycle] to riding a bi[cycle]. When riding the trike we knew that stability could be achieved by going very slowly but if we tried that on the bike — on this systemic reform — we're going to lose our balance." Boysen noted that simply changing attitudes was the first challenge. "You have to change a number of things: you have to change your

See Kentucky, page 2

Note To Readers: Next month's **Community Update** *will feature articles on how schools and communities are incorporating the arts into their efforts to help students and adults to reach high standards and the National Education Goals. If you have a program that you would like to share with other* **Community Update** *readers, please write to* **Community Update**, *c/o Department of Education, 600 Independence Avenue, SW, Washington, DC 20202-6173, or fax to 708-639-0879.*

BEST COPY AVAILABLE

Arts Standards Update

New national standards for education in the arts, the first national standards to be completed since the independently developed math standards in 1989, will be ready in early 1994.

The standards have been through several drafts and review processes, the last round in public. Hearings were held in Sacramento, Calif.; Albuquerque, N.M.; Kansas City, Mo.; Washington, D.C.; and Boston, Mass. Almost two hundred people presented their reactions to the draft standards document and others attended to hear the testimony. The Standards Task Force chairs led small group discussions on the four arts disciplines - dance, visual arts, theater, and music.

"We were able to reach a broad range of constituencies," said Peggy Senko of the Music Educators National Conference. She said that those testifying and attending included parents, legislators, and representatives of arts agencies. Mrs. Senko said the conference appreciated the interest and feedback - "We are taking the commentary seriously."

Those who testified overwhelmingly supported the standards. But they were also concerned about being able to implement them. They called for a concentrated effort in both initial teacher education and continuing professional development. Witnesses at the hearings also expressed a great deal of interest in the interdisciplinary study of the arts. This included studying several arts disciplines together and integrating the arts with other academic subjects.

The comment period ended in October and a new draft will be completed in early December. The standards committee will review it and complete action in late January.

The National Education Goals in Brief

1. **All Children Ready to Learn**
2. **90 Percent Graduation Rate**
3. **All Children Competent in Core Subjects**
4. **First in the World in Math and Science**
5. **Every Adult Literate and Able to Compete in the Work Force**
6. **Safe, Disciplined, Drug-free Schools**

Local Cable Program Inspired By Satellite Town Meeting

Last month Greenfield Community Television, a public cable access station in Greenfield, Mass., took the lead in organizing its local Goals 2000 community. Immediately following the November Goals 2000 Satellite Town Meeting, Greenfield Community Television broadcast their live town meeting with local school leaders.

After watching the Education Department's live national program on "systemic reform" in Kentucky, the Greenfield panelists had their own one hour discussion on how the issues related to both Massachusetts and Greenfield. The local panel included Superintendent of Schools Irene Turock; head teacher of the Greenfield Center School Deborah Porter, James Peters, the principal of Greenfield Middle School; and Gay Sabin, a teacher at a Greenfield Elementary School. The discussion was moderated by Jay Padgug, a retired dean of the School of Education at the Greenfield Community College.

Debra Almeida, executive director of GCTV, took the initiative to put together the local town meeting. "The National Satellite Town Meeting was the perfect way to bring together the leaders of education in Greenfield to continue the discussion started at the national level," she said. The panelists noted that Massachusetts had just passed major school-reform legislation that resembled the Kentucky Education Reform Act of 1990. They said that it was helpful to hear from a state that had already advanced on the road to reform. Calls from viewers in Greenfield brought questions about the national town meeting, as well as local issues related to the Massachusetts Education Reform Act and issues specific to the Greenfield Public Schools.

"This is the role of cable access, to serve the community and inform its viewers" Almeida observed.

For information on how you might involve your local public cable access station in your reform efforts, call Kimberly Watkins-Foote or Ed Augustus at 202/401-0039.

Kentucky, continued

notion of what's stable, learn to pedal and steer, and look out and enjoy the ride — all at the same time."

U.S. Education Secretary Richard Riley participated in the program via satellite from Washington, D.C. He asked the panelists how the Kentucky reforms address increasing violence in schools. Lois Weinberg explained how the community is involved in helping kids succeed, including extended school services and family resources centers.

She noted the family resource centers are located in or near schools where there is a high percentage of at-risk students. They address violence by trying to help children before trouble begins. "The function of [the Center], basically, is to mobilize the social services within the community," she elaborated. "They serve to alert families to potential problems and begin interventions when necessary."

One of the keys to reform in Kentucky is parental involvement, the guests agreed. The KERA legislation mandates that every school will establish a site-based decision-making council comprised of the principal, teachers, and parents to make most of the management decisions concerning the individual school. Sherron Jackson served as a parent representative on the site-based decision-making council at his daughter's school.

"As a parent I had an opportunity to go in and have an input in the curriculum, in determining the need for faculty as well as the redesigning of the nongraded primary...and for me it was an opportunity to see the evolution of the community itself coming into the school system, into the building itself, and then defining exactly what we mean by educating a student: drawing out the basic intellect of all students," said Jackson.

Panelists stressed that the core of the reform efforts is the agreement that all students can learn at higher levels. Marge des Groseilliers shared that in Vermont they are working with the same principles as in Kentucky. "The factor that controls most of the decisions that we make in our school is will it improve the performance of kids; and, it's amazing that although there's good healthy debate, that in the end we really are able to reach a consensus about what direction to go in."

After agreeing to the idea of high standards, Kunin observed, "people really have to dream big." The key concept of systemic reform — aligning all of the elements of the education system including curriculum, instruction, assessments, school governance, parental and community involvement, and school finances — so that all students can reach high standards is a challenge that must include every aspect of the school, the district and the state.

Acting as a watchdog for educational excellence across Kentucky, the Prichard Committee advocated state-wide reform efforts. Weinberg explained recent successes, "...we're doing so much of what we're doing all at the same time — we're not doing it sequentially because we learned it didn't work that way — every time we'd fix something, something else would tear up and this way we're trying to work on it holistically."

For more information on systemic reform efforts in Kentucky or on the guests, call **1-800-USA-LEARN.**

"Our children do not have a hard time understanding the concept of standards. Every basketball court in this country is full of young men striving to achieve a standard. Unfortunately, they've gotten the message that learning is less important than making a three pointer.

We are not doing any children any favors by praising them for their skill on the basketball court but continuing the conspiracy of low expectations. Excellence and equality are not incompatible. We've just never tried hard enough to achieve them for all of our children.

Ultimately, if we want our children to get smart and come into their own as full citizens of this great democracy, we need to raise the bar and help our children jump a little higher academically."

from remarks by Secretary Riley
Hine Junior High School
Washington, D.C.
November 23, 1993

New Survey Details Teacher's Reactions to Crime In Schools

Community leaders developing strategies to reach National Education Goal Number 6 (safe, disciplined, and drug free schools) will want to consult a new national survey on violence in American schools. Conducted by Lou Harris and Associates, the survey reports that more than one-tenth (11%) of America's public school teachers say they have been victims of acts of violence that occurred in or around school. Virtually all of those incidents (95%) involved students.

The Metropolitan Life Survey of the American Teacher 1993: Violence in America's Public Schools focuses on crime and violence in schools from the perspective of teachers, students, and law enforcement officers. The survey reports that the majority of public schools teachers feel very safe (77%) when they are in and around school while only 50% of students feel very safe.

Communities working towards achieving Goal Six should note that teachers, students and law enforcement officials agree that most incidents of violence occur outside the school building. According to the survey, the majority of teachers and law enforcement officials believe that major factors contributing to violence in public school include: a lack of supervision at home, lack of family involvement in the school, and exposure to violence in the mass media. Students see a wider variety of sources, many related to their peer relations.

The MetLife survey is one in a series that focuses on the opinions and experiences of the American teacher. The 1993 report on violence was released during a day-long conference on December 16th sponsored by Metropolitan Life and the Center for Workforce Preparation and Quality Education at the U.S. Chamber of Commerce in Washington, D.C. To obtain a free copy, write to The MetLife American Teacher Survey, P.O. Box 807, Madison Square Station, New York, N.Y. 10159.

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202–0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

GOALS 2000 Educate America

Issue No. 9

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF EDUCATION
Permit NO. G-17

FIRST CLASS

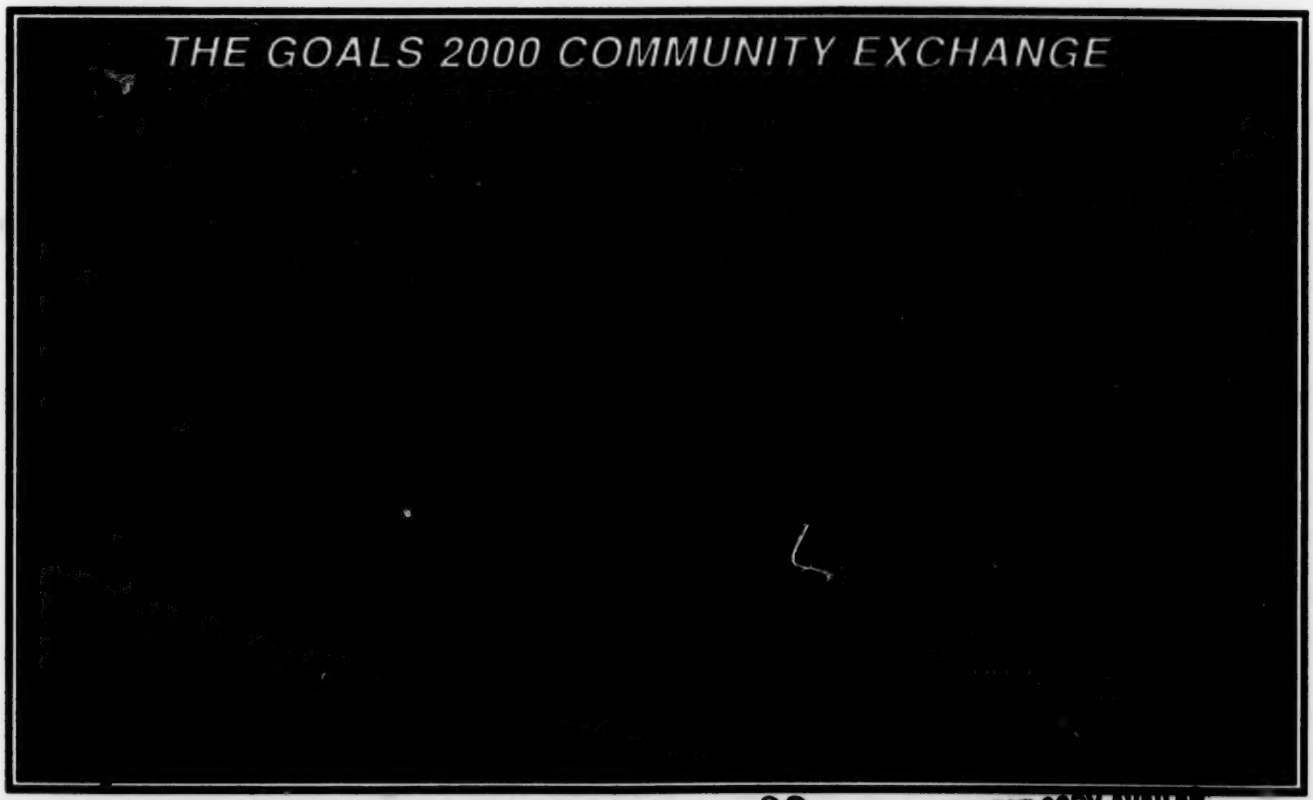
0498 114373 (800000)

Gail Mathews
Eric Facility
1301 Piccard Drive
Suite 300
Rockville MD 20850

20850-4305 33

"Teacher TV" Partners with the Satellite Town Meeting

Clips from The Learning Channel's weekly cable television series *Teacher TV* are now a regular feature of the Goals 2000 Satellite Town Meetings. A co-production of The Learning Channel and the National Education Association, *Teacher TV* takes viewers to schools and other sites across the country in search of real-life solutions to the challenges facing students and staff in America's schools. Excerpts from *Teacher TV* are being used in taped segments of the Satellite Town Meeting to provide background and context for the topics covered. *Teacher TV* airs every Sunday from 6-6:30 pm Eastern Time on The Learning Channel. To receive more information on The Learning Channel and its availability in your area, call 1-800-443-1212.



BEST COPY AVAILABLE

GOALS 2000
Educate America

COMMUNITY UPDATE

No. 10 FEBRUARY 1994 U.S. DEPARTMENT OF EDUCATION

February Town Meeting Looks at Strategies for At-Risk Students

How schools and communities can help disadvantaged and at-risk students to succeed in school will be the focus of the next Goals 2000 Satellite Town Meeting on Tuesday, February 15, at 8:30 p.m. Eastern Standard Time.

From the U.S. Chamber of Commerce studios in Washington, D.C., Secretary of Education Dick Riley and Deputy Secretary Madeleine Kunin will lead a discussion of ways that urban, suburban, and rural communities can better prepare low-income and low-achieving students to meet challenging academic standards and receive a world-class education.

Riley, Kunin, and their panel of guests will talk with communities across the country about how offering disadvantaged students challenging (instead of watered-down) subject matter can help them succeed; how to better prepare teachers to work with at-risk and disadvantaged students; how new technologies can help; and how health, counselling or other services to disadvantaged students might be better coordinated at the school site.

Coordinates for the February Satellite Town Meeting are:

C-Band: Galaxy 7, Transponder/ Channel 18; Vertical Polarization; Downlink Frequency 4060; Audio Subcarriers 6.2 and 6.8; Orbital Location: 91 degrees West.

Ku-Band: SBS-6, Transponder/ Channel 5; Horizontal Polarization; Downlink Frequency 11823; Audio Subcarriers 6.2 and 6.8; Orbital Location: 95 degrees West.

To find out how your community can join in the Satellite Town Meeting, or for information on local downlink sites in your area, call 1-800-USA-LEARN.

The Arts Are Essential to School Reform, Panel Tells Satellite Meeting Audience

Integrating arts education into the curriculum can improve overall academic achievement and better prepare students for the workplace, said a panel of national and community leaders during last month's GOALS 2000 Satellite Town Meeting. In the words of U.S. Deputy Secretary of Education Madeleine Kunin, "What you learn in the arts prepares you for life, besides being a lot of fun."

In a discussion led by Education Secretary Dick Riley and Kunin, panelists emphasized the positive and far-reaching affects of quality arts education. Guests included Scott Sanders, deputy chair of the National Endowment for the Arts; Glenn Connor, principal, Meeker Elementary School in Ames, Iowa; Marcia MacCagno Neel, music teacher, Clark High School, Las Vegas, Nev.; and Rick Jones, executive director of the Hamilton-Fairfield Arts Association, Hamilton, Ohio.

Sponsored by Binney & Smith, Miles, Inc. and the Arts Institutes International, the Town Meeting addressed issues of partnerships, standards and funding for arts education. In a taped segment, National Endowment for the Arts chair Jane Alexander stressed the necessity of the arts for every child. "The arts involve the intellect, the emotion, the body,the soul, the imagination, creativity, and problem solving. The arts are about solving problems and life is about solving problems."

The Satellite Town Meeting was coproduced by the Education Department and the U.S. Chamber of Commerce. Several hundred state and community arts groups joined the Town Meeting network for January's discussion.

A former arts teacher, principal Glenn Connor said he incorporates the arts throughout his school. "The arts naturally lend themselves to total involvement on the part of children. A lot of the other disciplines are beginning to try to model this: I look at the math standards [that include] hands-on problem-solving and working with manipulatives, and I note that the arts have been doing this for years."

*See **Arts**, page 4*

Communities, Schools Share News About Arts and Education Partnerships

EDITOR'S NOTE: A number of enthusiastic school administrators, arts agency staff and business partners responded to the request in last month's "Community Update" for examples of partnership approaches for involving the arts in education. Here's a sample of some of the programs submitted:

Thanks to the vision and dedication of community member Ginger Head, some 72,000 **Ft. Worth (Texas) Independent School District** students have rich, curriculum-based arts education experiences both in and outside school. Ms. Head developed the program with the district superintendent for instruction, taking it from a week-long arts celebration to what has now become a full-year schedule of arts education. Ms. Head

*See **Partnerships**, page 2*

New Federal Initiative Will Assist Community Development

Local education and community leaders will want to know more about the new federal Empowerment Zone and Enterprise Community Initiative, which will offer substantial grants, tax benefits and other assistance for bottom-up, community-based efforts to revitalize low-income urban and rural areas around the nation.

The new program will assist communities in developing local initiatives to create economic opportunities and livable neighborhoods where education, work, and families can flourish.

Under the program, the federal government will designate nine communities (six urban and three rural) that will be eligible for up to $100 million in funding, as well as tax benefits, including employment and training credits. The government will also designate another 95 areas as Enterprise Communities, which will each be eligible for a grant of $2.95 million and tax benefits. Both Empowerment Zones and Enterprise Communities will be eligible to receive additional resources, including loan guarantees for low income housing and priority for various federal discretionary grants.

The cornerstone of the program is a comprehensive strategic plan, developed by each community, that presents its vision for coordinated economic, human, community and physical development. The plan must be based on the direct participation of community residents, in collaboration with government agencies, non-profit organizations, and business. School districts and institutions of higher education can be key partners in the development and implementation of the strategic plan.

To apply, a community must be nominated by its state. Designations will be made by the Department of Housing and Urban Development and Department of Agriculture, in consultation with other federal agencies, including the Department of Education.

This month, regional technical assistance workshops are being held throughout the country for those interested in participating in the initiative. For a workshop schedule, application materials, or other information, call the Department of Housing and Urban Development at 1-800-998-9999.

The National Education Goals in Brief

1. **All Children Ready to Learn**
2. **90 Percent Graduation Rate**
3. **All Children Competent in Core Subjects**
4. **First in the World in Math and Science**
5. **Every Adult Literate and Able to Compete in the Work Force**
6. **Safe, Disciplined, Drug-free Schools**

says her inspiration came from her grandmother, who took her o her first trips to museums and performing art programs: "Grandma told me I was s. b taking me to places that brought my intelle alive." With the assistance of teachers, arts agenc staff, and hundreds of volunteers, she has brougl over fifty arts organizations together with scho partners to plan curriculum based arts experience which, after seven years of growth, now reac every student in the district. (For more inform tion, call Ginger Head at 817/870-1141.)

The Beaufort County School System in Beaufort, S.C., initially had trouble getting teachers interested in a yea long arts infusion course, but after an outstanding success in its fir year, the program now has 60 teachers involved and more on waiting list for 1994. The "Connections" program, which supported by state and local arts and education organizations an is affiliated with the Kennedy Center Partnership program, offe teachers graduate credit to explore the concepts and processes various art forms and to investigate the interrelationships of the ar with other curricula areas. For instance, dance can help studen learn the science concepts of solid, liqui and gas; physical education and theat. came together in student-created skits abo the history of basketball. Math and mus are also a natural, says Catherine Spence the system's Fine Arts Coordinator, "Th whole rhythmic structure in music is not ing more than a mathematical symb-l sy tem." (Call Catherine Spencer, 8 2 4144)

The Blue Springs (Mo.) 2000 Arts Partnership aims to pr vide local students with an education in Music, Visual Art, Danc and Theater/Literature. With key partners from education, bus ness and the community, founder Bob Abernathy is making su that ownership of and participation in the partnership is wid spread. The Arts Partnership watched the Satellite Town Meetir in their school board office thanks to the work of the earli technology partnership. (Call Bob Abernathy, 800/872-5327.)

Over the past 12 years, the **Bushnell Theater in Hartfor Conn.,** has developed an arts in education program for schools three area school districts called "PARTNERS - Partners in Ar and Education Revitalizing Schools." The program combines th work of over fifty arts, education, corporat funding and community organizations and i dividuals. Their integrated, sequential educ tional program utilizes the arts to impro skills in literacy and understanding of diver cultures, and sponsors a series of family even both in and outside the schools. (Call Dougl Evans, 203/527-3123)

Another school program coordinated by local performing arts group is the Arts in Community Educatic (ACE) program of the **Milwaukee Symphony**, 18 schools, ind vidual artists, parents, and 9 other community performing ar groups who see the arts as vital to education reform and h academic standards. The program is integrated with each s. l basic curriculum by arts as well as non-arts teachers, and a stron assessment component is demonstrating its significant impact c student's learning. Now in its fourth year, ACE is increasing i teacher preparation, planning and feedback components. Th

assessment is also showing that parents are learning alongside with their children and are interested in being involved with the program. (Call Mary Wayne Fritzsche, 414/291-7610.)

In **Norfolk, Va.**, a national literary organization, a museum, the city school system, the local state university and the state commission on the arts came together to create a partnership that fosters writing skills by having students write poetry after viewing and studying pieces of visual art. (Call Andrea Collins, 804/683-5901.)

The **New Ballet School in New York City** was thrilled to announce last year that it received a National Endowment for the Arts Challenge Grant which enables the school to audition and offer tuition-free schooling to still more New York City school students. Although the majority of students will not pursue stage careers, without this study of classical dance most of the students would miss the opportunity to learn from it the concentration and self-discipline that develops a sense of their own potential and accomplishment. (Call Susan Spier, 212/777-7710.)

Chicago is the home of **"Good Vibes,"** a music, theatre, and dance ensemble designed to get students to take responsibility for their health, in the contexts of substance abuse, physical abuse, relationships, AIDS and violence. Students have developed performance pieces based on their own experiences and perform their work for schools and community groups. Program officials say that the performers hope to heighten other students' awareness of services available to help with health needs and to inspire them to choose to seek whatever solutions are needed. Program founders Rich O'Dell of the Chicago Academy of the Arts and entertainer Ben Vereen say "Good Vibes" is fairly inexpensive once operational, and they hope to create similar ensembles around the country. (Call Rich Odell, 312/781-4056.)

Marshall Field's department stores, headquartered in **Chicago**, commissioned a study to assess the arts-in-education needs of the city's schools. The study revealed that students get more excited about school subjects and perform better when learning through the arts because the arts allow them to participate more fully in their own learning. Field's created Chicago Arts Partnerships in Education (C.A.P.E.) to promote linkages between neighborhood schools, arts institutions and community-based organizations so that arts education would become part of the everyday learning process for Chicago's students. A new level of cooperation and coordination among funding sources has been achieved and participants have the benefit of a strong series of support workshops. (Call Arnie Aprill, 312/781-4056.)

NOTE: The Educational Resources Information Center (ERIC) has an arts in education clearinghouse that reviews and lists arts in education programs. If you are interested in listing a program or learning about others, call 1-800-266-3815.

"We must set tough world-class academic and occupational standards for all our children. And give our teachers and students the tools they need to meet them. Our Goals 2000 proposal will empower individual school districts to experiment with ideas like chartering their schools to be run by private corporations or having more public school choice, to do whatever they wish to do as long as we measure every school by one high standard: Are our children learning what they need to know to compete and win in the global economy?

Goals 2000 links world class standards to grass-roots reforms...."

President Clinton,
in his State of the Union Message, 1/25/94

National Cable Network Airs the GOALS 2000 Satellite Town Meeting

Mind Extension University (ME/U), the cable television network, has announced that it will rebroadcast the Goals 2000 Satellite Town Meeting each month.

ME/U, which reaches more than 25.5 million households in approximately 8,500 communities, will air the event at 7:00 EST on the Saturday evening following the Department's live broadcast. (The Goals 2000 Satellite Town Meeting airs on the third Tuesday of the month.)

"Our viewers are very concerned about what is happening in the field of education and how these developments affect us locally," said Greg Liptak, president of ME/U. "The rebroadcasts of these monthly satellite town meetings puts them in touch with national and community leaders who are shaping the future of education in our society."

ME/U, a subsidiary of Jones Education Networks, Inc., works in conjunction with over 25 universities and the nation's leading providers of distance education. The network offers a broad range of personal enrichment, skills-based, and college-credit programming, including a choice of eight degree programs, computer literacy classes, and language, cultural, computer-related programming. For more information, call ME/U at (303) 792-3111.

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202--0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

GOALS 2000
Educate America
Issue No. 10

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF
EDUCATION
Permit NO. G-17

FIRST CLASS

0498 244343 (AZZZZZ)

Gail Matthews
ERIC Processing and Reference Facility
1301 Piccard Drive
Suite 300
Rockville MD 20850-4305

20850-4305 33

Arts, continued

Broadcast live to community meetings all over the country and to many public access stations, the Satellite Town Meeting provided an opportunity for people to call into the program and ask questions related to arts education. Many callers and questioners from the live studio audience asked about funding and how to make the arts essential despite budget cuts.

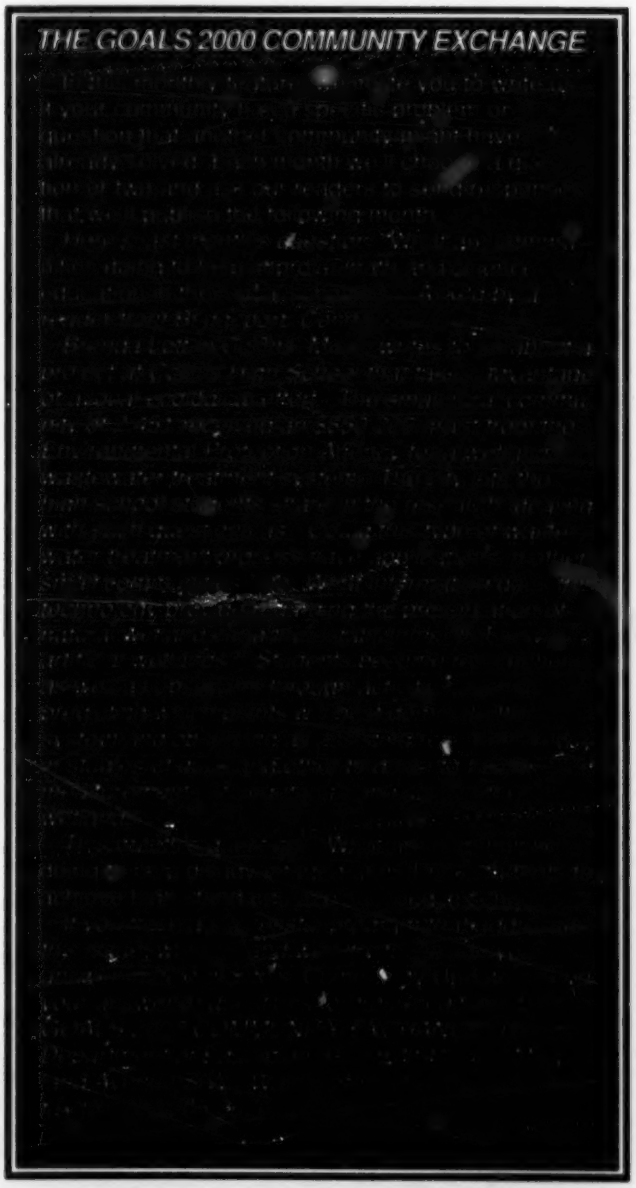
In Pittsburgh, Pennsylvania, PBS affiliate WQED and Miles, Inc., a major employer in the area, formed a partnership to downlink the Satellite Town Meeting to a group of over 200 people. The group's Sarah Tanbucci asked, "What incentives will the federal government offer to encourage states to accomplish the national standards for arts education as they are being developed?"

Secretary Riley explained that the pending legislation, GOALS 2000: Educate America, "will have funds with it [that] are pushed right on to the school level. It is really a bottoms-up effort and should we get it passed ....we will have that kind of energy coming up from the classroom itself to reach the standards....We hope that GOALS 2000 would help set priorities and make it (standards) a very important part of the school."

Throughout the teleconference, the conversation returned to the essential reason that communities must form partnerships to support arts education: the children. Said Marcia Neel, "The arts instill in our young people the ability to engage in active learning, participatory learning, and they learn skills such as creative thinking, creative problem solving, they learn how to address many problems that are going to come up later in the workplace. Teamwork is a very important aspect as well."

NOTE: The Department has prepared a detailed background paper — full of examples and suggested resources on how you can make arts education a central part of your school reform plans. If you haven't yet received one, call 1-800-USA LEARN. Or — to receive the paper electronically — if you have a computer and a modem and access to the Internet, call 1-800-USA LEARN and we'll show you how to receive the paper on the arts.

Are you on the Community Update mailing list? To receive your monthly copy, call 1-800-USA LEARN



BEST COPY AVAILABLE

GOALS 2000
Educate America

COMMUNITY UPDATE

Special Issue
State of American Education

World-Class Teachers Will be the Focus of March Town Meeting

Developing and supporting world-class teachers will be the topic for the next Goals 2000 Satellite Town Meeting on Tuesday, March 15, at 8:30 p.m. Eastern Time.

Communities and schools in the satellite network will have the opportunity to share ideas with Secretary of Education Dick Riley, Deputy Secretary of Education Madeleine Kunin, and their guests about ways to provide teachers with the preparation, time, support, and other resources they need so that they can help students reach high standards.

Among the issues to be discussed are: how businesses, colleges, and other institutions in the community can help provide professional development for teachers; how to provide teachers with more and better ways of communicating with one another; and how schools of education are changing to better prepare world-class teachers.

Coordinates for the March Satellite Town Meeting are as follows (note they are the same as February's coordinates):

C-Band: Galaxy 7, Transponder/Channel 18; Vertical Polarization; Downlink Frequency 4060; Audio Subcarriers 6.2 and 6.8; Orbital Location: 91 degrees West.

Ku-Band: SBS-6, Transponder/Channel 5; Horizontal Polarization; Downlink Frequency 11823; Audio Subcarriers 6.2 and 6.8; Orbital Location: 95 degrees West.

To find out how your community can join in the Satellite Town Meeting, or for information on local downlink sites in your area, call 1-800-USA-LEARN.

America's "Moral Urgency" To Reconnect Children And Schools

Secretary Riley Calls For New Commitment From Parents, Communities

On Tuesday, February 15, U.S. Secretary of Education Richard Riley delivered the first State of American Education address to an audience of more than 700 students, parents, educators, and business, labor and community leaders at Georgetown University in Washington, D.C. Following are excerpts from the address:

I come before you ... to speak ... about what we have learned these last ten years since former Secretary of Education Ted Bell released "A Nation at Risk" — a report that warned us about the decline in American education and that inspired many of us to look searchingly at the very structure of education.

I suggest to you today that the issue is not the latest ranking of schools or students. For some schools are excellent, some are improving, some have the remarkable capacity to change for the better, and some should never be called schools at all.

The issue is not "good," "bad" or "rank" — but whether we are changing fast enough to save and educate this generation of young people ... whether education has kept up with the fundamental and far-reaching changes in the economic and social structure of this nation.

For it goes without saying that there is great disconnection. Too many young people come to school unprepared — too many drift through school uninspired and bored — too many drop out — and too many of our "neglected majority" (the 75 percent who don't go on to a four-year college) wake up the day after graduation with no meaningful idea about what to do with their futures.

There is indeed a sense out there — even among those young people who have climbed the educational ladder of achievement — that this generation may be the first

See Reconnect, page 3

Are you on the *Community Update* mailing list? To receive your monthly copy, call 1-800-USA-LEARN

BEST COPY AVAILABLE

Reaching High Standards Means Connecting All Students, Town Meeting Audience Hears

The February 15 Satellite Town Meeting, which took place a few hours after Secretary Riley's State of Education address, used the Secretary's message as a starting point for a spirited discussion of ways to connect young people to their schools, and schools to communities.

Guests explained that parents, teachers, businesses, community leaders, social service providers and many others must forge new connections to help schools ensure that every student meets high expectations. And, they agreed, such connections are particularly important for disadvantaged and at-risk youth.

We must "expect...and demand...that young people respond to the call of excellence," said Janie Hill Hatton, principal of Milwaukee Trade and Technical School and the 1993 national principal of the year. She said that the task of helping ALL children to meet high expectations will entail "reinventing the word 'community.'"

The other guests in the discussion moderated by Secretary Riley and Deputy Secretary Madeleine Kunin were Joseph T. Gorman, chairman and CEO of TRW, Inc., and the chair of the Business Roundtable's Education Task Force; David Chavez, superintendent, Loving Municipal Schools, in Loving, N.M.; and Nancy Brandt, manager of education programs, Continental Bank, Chicago, Ill.

Gorman explained that businesses can be an essential partner in reinventing communities to help schools. "Business can help lead the coalitions made up of all segments of society [illegible] are critically important if we are going to get from here [illegible] there," he said, referring to high standards. He said that helping students achieve will mean a great deal to his company in the future and to the country "in terms of being able to compete and prosper, and to grow economically."

Continental's Nancy Brandt echoed Gorman when explaining why the bank was concerned about the schools in the West Humboldt Park community of Chicago. "A bank is really interested in the vitality of the whole city, because that's where its' customers are...and community economic development, good, affordable housing, and quality urban education makes the city a better place."

Brandt and David Chavez took part in a special discussion of local programs that are successfully connecting disadvantaged youth with skills and services.

In a part of the city beset with many urban ills, including abandonment by public and private sectors, Brandt coordinates the Orr School Network, an innovative connection of Orr High School, twelve elementary schools and Continental Bank. School and bank officials work together to solve their shared problems as a community. Continental Bank serves a broker for resources, drawing in other business and needed social services to support learning in the schools. Every month the principals of all of the schools meet to look at education as a coherent system and solve problems together.

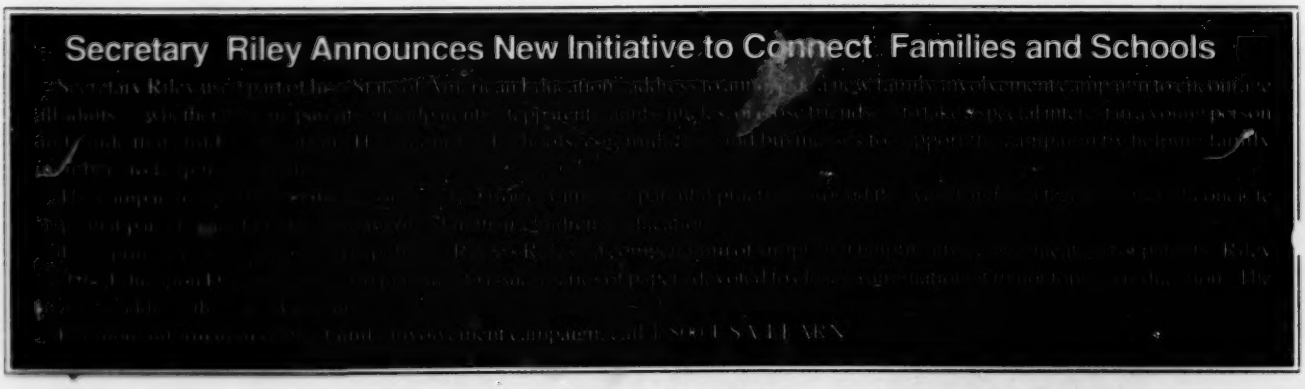
As superintendent of rural Loving Municipal Schools in southeastern New Mexico, David Chavez battles geography and the challenges of many bilingual students. Yet with over 100 square miles and bus rides of over an hour each way for some students, Chavez boasts 98 percent attendance rates and a 4 percent drop-out rate.

He attributed his success to the schools' commitment to engage students and parents. Parents are involved in the planning of priorities for the school district and businesses are engaged in shadowing and mentoring programs.

For the first time a community joined the town meeting live via satellite: San Antonio 2000 held a community meeting in the television facility at USAA, a major insurance company, and "up-linked" to the national town meeting. Participants were able to see the San Antonio meeting and ask questions about the innovative programs in that city.

The February Satellite Town Meeting was sponsored by Miles, Inc. and Metropolitan Life and produced in cooperation with the U.S. Chamber of Commerce. The town meeting was broadcast live from the Chamber's Biznet television studios. For more contact information on the guests, call 1-800-USA-LEARN.

Secretary Riley Announces New Initiative to Connect Families and Schools



BEST COPY AVAILABLE

that has no great expectations of advancing the American Dream. And can we say that they are entirely wrong?

Is a nation truly connected to its children, child-centered, and committed to their futures when it allows one of out every five children to grow up in poverty and often with violence?

When we see children killing children, can we say that we have listened to them with all due care? For violence is a language, a sound that always captures our attention and always too late.

> ***"(There is) a disconnection so pervasive between adult America and the children of America that we are all losing touch with one another."***

If I am troubled by anything, it is this — we seem, as a nation, to be drifting toward a new concept of childhood which says that a child can be brought into this world and allowed to fend for himself or herself. There is a disconnection here that demands our attention ... a disconnection so pervasive between adult America and the children of America that we are all losing touch with one another.

This is why we must come to the realization that we must find new ways to give parents and families the support they need to help their children grow ... a new compact that involves all of us in an effort to reconnect children to learning. As President Clinton said in his State of the Union address, "parents who know their children's teachers and turn off the television and help with the homework and teach their kids right from wrong — these kinds of parents can make all the difference."

So there is a moral urgency to our coming together ... a need to act ... to reconnect ... to make our schools the best in the world. Yes, public education has many problems. I am no Pollyanna. Education, like any institution in our society, can be intolerant of new thinking; bureaucratic, and reluctant to give up old habits. I am a reformer and I know how hard it is to make change happen and make it stick....

\We must have a new ideal of American education grounded in the practical and hard-earned lessons of the last ten years. Lessons that we have come to understand, school by school, child by child ... lessons that serve our schools and our children very well.

We learned that children who come to school healthy — who have gotten their shots, participated in early childhood programs and have had parents read with them — are children who are engaged and ready to learn. They are connected to learning.

We learned that, despite our best intentions, some of our best laid plans had gone awry ... that categorizing and pulling out our children ... telling them to just learn the minimum and to expect nothing more from themselves ... led them to do just that. For too many of our children, we inadvertently created a tyranny of low expectations. A watered-down curriculum came to be and still remains, to my mind, the surest way of turning a child who can learn into an angry, illiterate 19-year-old dropout ... without hope.

We learned that excellence and equity are not incompatible. Income and race have little, if anything, to do with the act of learning. Yes, it helps children to have their minds engaged because caring parents have afforded them extra opportunities to learn. And, yes — the drag of poverty can indeed pull children down.

But the sheer act of learning — of getting smart — is not determined at birth. All children can learn. You get smart by taking the tougher course and having the inspired teacher ... hard work, you see, really does pay off.

Children respond to the expectations that we hold for them. Children who are in schools with high expectations and challenging curricula learn more than students who are found in undemanding low-level education environments.

Here is another lesson we have learned — teachers are better teachers if they have real time to learn new skills and teaching techniques and to develop engaging lessons and meaningful assessment ... professional development time.

We also now know that schools do well when they make new connections — when they involve the business community — the arts and science communities — when they go out and engage the university community in a common effort to raise standards — when they link social services to the schools, if they are needed, so teachers can devote their time to teaching.

Above all, we recognize again the very old virtue that parents are the first and most important teachers .....

> ***"There is a moral urgency to our coming together ... a need to act ... to reconnect ... to make our schools the best in the world."***

As we look to re-connect our children, I want to stress four important connections that deserve our special attention.

First, we must ground ourselves in reality. The break-up of the American family and the isolation of family members from each other, even in intact families, has had a profound and lasting effect on the education of our children. As I have said many times before, parents need to slow down their lives and help their children grow ....

I believe all parents, regardless of their station in life or even

See Reconnect, page 4

The National Education Goals In Brief

1. **All Children Ready to Learn**
2. **90 Percent Graduation Rate**
3. **All Children Competent in Core Subjects**
4. **First in the World in Math and Science**
5. **Every Adult Literate and Able to Compete in the Work Force**
6. **Safe, Disciplined, Drug-free Schools**

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202--0498

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE $300

WASH D.C. GMF DCR#7 03/09/94 22:45

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF EDUCATION
Permit NO. G-17

FIRST CLASS

GOALS 2000
Educate America

Issue No. 11

0498 114373 (300000)

Gail Mathews
Eric Facility
1301 Piccard Drive
Suite 300
Rockville MD 20850

their level of education, have the capacity and obligation to teach their children a love of learning. .... I urge education leaders to look beyond the role of parents as volunteers and fundraisers; to actively incorporate, as so many schools are now doing, parents and other adults into the very process of learning. Parents create the frame; teachers help children fill in the picture.

A second important connection vital to the success of American education is the re-connection with our alienated minority youth. ....

I am deeply concerned about the high drop-out rate among our Hispanic-American young people; the growing sense of disconnection that so many young people of all races feel because they have no sense that a future is possible for them....

No child in America, of any race, color or ethnic persuasion, can succeed if he or she falls for the lie that using your mind is a sign of weakness. If our children grow up thinking that excellence is only for somebody else, they will succumb to the very prejudice, stereotype and injustice that have done so much to damage others before them.

"No child in America, of any race, color or ethnic persuasion, can succeed if he or she falls for the lie that using your mind is a sign of weakness."

Third, there is an *absolute and vital link* between reform of elementary and secondary education and ongoing reform efforts in higher education. .... We are, I think, at the threshold of a new and important public dialogue ... one that is only now beginning to emerge ... a dialogue on the meaning of account-ability and standards for higher education.

The very process of setting standards at the elementary and secondary level will have, by definition, an enormous impact on the higher education community. It will create a new public dynamic — a public more aware, more involved, and more attuned to making the connection between schools and results....

Fourth — education has to connect with technology. We are determined that Vice-President Gore's challenge to link up every classroom in America to the Information Superhighway becomes a reality for all students.

I intend to do all I can to make sure that when the final deals are cut, the classroom won't be cut out. Because every child must be computer literate; and a new generation of teachers needs to learn new skills to make interactive learning a real experience.

The power to help our young people is here in this audience — with all of you — and with the millions of teachers and business leaders, parents and senior citizens — all Americans — who recognize that our children are a living report card and a reflection of the caring and attention of the entire community. John Dewey gave us this charge many years ago that has stood the test of time. "What the best and wisest parent wants for his [and may I say, her] child, that must be [what] the community wants for all of its children: Any other ideal for our schools is narrow and unlovely; [acted upon,] it destroys our democracy." What the best and wisest parent wants for their child, we must all want for all children.

You see, this is why we believe in high standards for all children. This is why it is time for all Americans to connect up again with our children. Join us in this campaign for the future of our children — parents and children re-connected — schools and communities re-connected.

For the complete text of Secretary Riley's State of American Education address, call 1-800-USA-LEARN.

Note To Readers:
This special edition of *Community Update* omits our regular Goals 2000 Community Exchange feature in order to allow space for Secretary Riley's State of American Education address. The Exchange will return in next month's issue.